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INTRODUCTION TO THE SYLLABUS

We take this opportunity of introducing you to the syllabus of the Lenasia Muslim Association. A syllabus is a guide towards achieving specific aims or objectives that have been determined with a particular purpose in mind.

This guide or syllabus could (and should) change in certain aspects with the passing of time, which causes changes in attitudes and demands both mental and societal. However, the Aims and Objectives should remain the same and in the case of Shariah studies, the subject matter remains constantly unchanged,

While the Madrasah curriculum or syllabus does not change in its subject matter, it should be moulded to suit the child's needs utilising all the techniques available in the field of education.

We believe, most positively, in changes in the structuring of material to suit the child's needs at the different age levels.

With this in mind the Lenasia Muslim Association presents this latest copy of its Madrasah Syllabus, which has been reviewed frequently over the past forty years.

The Primary Aim and Objective of Islamic education is to equip the Muslim child with that amount of sound Islamic

knowledge adequate to guide one in one's obligations towards Allah Ta'aala in all facets of life. Secondly he should equip one with such adequate Islamic Education as is necessary to lead an Islamically balanced life in the field of Parenthood, Commerce, and trade, based on Sharee injunctions pertaining to beliefs and practices and the fulfilment of our responsibilities towards our fellow human beings and mankind as a whole.

The above objective has been kept in mind and allowed to filter through all the phases that the child passes through ten years at Madrasah.

This is surely not the first document in the field of Islamic curriculum nor will it be the final one. The reviewing of methods of presentation, of textbooks, and the upgrading of methodology form the backbone of any success story. Should this not be done, we can only stagnate!

The extent of work covered in a year is the minimum required at our Madaaris. However, the subject matter content may be increased or decreased in accordance with different and changing circumstances. After all, a syllabus should be "A guide to success", adapted to the particular needs of the Madrasah going child.

The guide-lines to teachers are the basic rules and

regulations set out for teaching personnel to follow in order to deliver maximum benefit to the learner within a given time frame. Although these guidelines are for the staff of the Lenasia Muslim Association Madaaris, other institutions should also find their implementation useful. However, changes should be made to suit different circumstances.

There are notes directed towards the teacher prior to the outline of the syllabus for each class. It is important for the teacher to go through these notes and apply the instructions/suggestions contained there in appropriately. The teacher, however, should enjoy the right to use his/her discretion in implementing the syllabus should the changes prove to be more beneficial. As a necessary precaution, the matter should first be discussed with the relevant supervisor or any other person having the necessary expertise.

After the syllabus for each class, there are schemes of work for each subject distributed over four terms. These must be followed strictly in order to spread the workload evenly and to enable the teacher to go through the work allocation without confidence, not neglecting any single aspect of any subject or topic. There are two columns on the right hand side of these pages. The date when a new lesson has commenced must be inserted in the first column in pencil and on completion of the work; the relevant date inserted in the second column. This will give both the

administration and the individual teacher a sense of satisfaction at having done the work systematically.

In addition to the schemes, there is the daily forecast, which indicates the extent of work to be done in the various subjects on a daily basis. The daily forecast is to be prepared by the teacher prior to the commencement of the week on forms provided by the Madrasah. The information to be recorded in the daily forecast is obtained from the schemes.

Besides the syllabus and the schemes etc., a very important aspect of a teacher's programme is to adhere to the daily timetable. Examples of timetables have been included in this syllabus. However, changes should be made as required bearing in mind the percentage of time allocated to each subject.

May Allah Ta'aala accept our humble efforts in this direction and may Allah Ta'aala guide us to work in the field of Islamic Education solely for His pleasure.

Should you have any queries, suggestions or advice regarding the syllabus, we shall be glad to hear from you.

Shukran.
WAS SALAAM.

Lenasia Muslim Association.

Guidelines for Teachers

Assalamu alaikum wa Rahmatullahi wa Barakatuh.

It is essential that teaching staff make the best possible use of the limited time available during Madrasah hours so that, in turn –Insha’Allah- learners may gain maximum benefit from studying the Deen. With this objective in mind, the LMA offers the following guidelines for teachers using the LMA Syllabus. May Allah, subhanahu wa ta’aala accept our efforts and bless us with His Rahmah and Guidance. Ameen.

1. Attendance.

- a. Teaching staff should ensure that their level of attendance at Madrasah is regular.
- b. Medical and other appointments should not be made during Madrasah hours; Madrasah time is for teaching.
- c. No leave of absence will be granted, even without pay, except for the performance of Fard Hajj or compassionate reasons. Applications for leave for reasons other than these should not be submitted as refusal often offends.
- d. Attendance at funerals during Madrasah Hours will only be allowed following the deaths of close relatives or immediate neighbours.

Leave Forms for all categories of leave must be submitted for approval in good time.

N.B. Your unnecessary absence of 2.5 hours equals to the loss of numbers of learners times 2.5 hours e.g. 20 x 2.5 hours = 50 hours of learning.

2. Punctuality

- a. It is the duty of every member of staff to be punctual. It is an impossible task to teach children to be punctual if teachers themselves are not.

- b. Daily time registers should be filled in by inserting the accurate, not approximate, time of arrival.

- c. Teachers who teach at premises not actually owned by the Madrasah (such as state schools etc.) are requested to make an extra effort to be punctual so that there can be no complaints from the owners of the premises about a lack of supervision of children using the premises, Insha-Allah.

Habitual late coming is not acceptable.

- d. Madrasah hours of the Lenasia Muslim Association are as follows:

Monday – Thursday.

January to March 2.45 p.m. to 5.10 p.m.(Salaah after that)

April 2.45 p.m. to 4.55 p.m.

May to July 2.45 p.m. to 4.45 p.m

August to September 2.45 p.m. to 4.55 p.m.

October to December 2.45 p.m. to 5.10 p.m.

Friday 2.25 p.m. – 4.45 p.m.

N.B. Madrasah will dismiss at 4.45 p.m. during the winter months of June and July.

- e. Much is said about punctuality and attendance but one aspect which needs extra attention is that of the timetable. Every teacher must adhere to the time-table by moving on to the next class or subject when the allotted time expires. By not doing so, teachers upset their own programme as well as that of the next teacher.

3. Dressing

- a. Educators should ensure that children attend Madrasah in appropriate dress.
Teenage or baaligh girls should be advised to wear loose-fitting clothes which conceal the contours of the body and don a burqah or big head scarf covering the upper part of the body
- b. Educators should set the children a good example by wearing modest clothes themselves. Female members of staff should wear loose-fitting clothes (dress and ijaar, or a cloak) and their hair and arms should be covered at all times.
Males should wear a kurta, trousers and a topee.

4. Preparation of work.

- a. The success of any lesson depends on preparation no matter how learned the tutor is. Preparation is vital since without this there is no lesson.
- b. Schemes of work should be dated accordingly.
- c. The forecast should be drawn up as explained by the principal or supervisors.
- d. The above forms (schemes of work and forecasts) should be available for inspection by the principal or supervisors at all times.
- e. Staff should not sell sweets or other items in their classrooms at any time.

5. Fees

- a. A Madrasah cannot survive without fees.
- b. It is the duty of every educator to ensure that fees are paid, especially in the higher classes.
- c. Requests for payment of fees should be made as diplomatically as possible. No child should be put into an embarrassing position in front of the class.

- d. Situations which the teacher cannot manage should be referred to the administrative staff.
- e. Check statements before distributing. Communicate with the office regarding any statement queries.

6. Courtesy

- a. Every act of Rasulullah (Salallahu Alaihi wa Sallam) was based on courtesy and friendliness.
- b. Madrasah learners should be taught courtesy as a way of life by example. Such a courteous attitude should prevail in the classroom and between staff and their colleagues and staff and parents.
- c. Ridiculing, embarrassing and belittling anyone is not Islamic / or un-Islamic.

7. Equipment and teaching methods.

- a. Generally speaking, not enough use is made of the chalkboard during lessons. This should be remedied.
- b. More use of charts should be made to help consolidate lessons. Well-prepared charts help to emphasise the spoken word.
- c. Educators should not 'deliver' their lessons from the comfort of their own chairs. They should move around the classroom as this helps to make the material being taught more interesting to the pupils.
- d. Educators should prepare every lesson adequately. Merely reading notes to the pupils will simply not do.

8. Tutorial classes.

- a. Tutorial classes are held to help the teaching programme achieve its aim and are of great benefit to teachers.
- b. Attendance at tutorials is essential. Teachers who are absent must submit leave requests. Frequent and unexplained absenteeism may result in the reviewing of employments.
- c. Tutorial classes are scheduled as the need arises.

9. Islamic awareness.

- a. It is important for the Islamic date to be written (in English and Arabic) on the board every day, and the pupil's attention drawn to it.
- b. All children should, at the very least, be able to write their first names in Arabic.
- c. Extra-curricular activities should be arranged. If this is not possible after Madrasah hours, the concept of debates, discussions, speech-making etc. should be introduced during lessons, especially in the senior classes.

10. Discipline

- a. Discipline is of prime importance as no education programme can achieve any degree of success in its absence. Discipline in, and control of a class is essential before effective learning can take place.
- b. The following should be observed in order to establish and maintain discipline in class:
 - i. Ensure that all pupils are attentive while you are delivering the lesson.
 - ii. Ensure that no pupils leave the classroom during the lesson. If a pupil must leave, ensure that this is done with your permission after the lesson has been delivered.
 - iii. Do not allow eating and drinking in class during lesson time.
 - iv. Seat the pupils in such a manner that you are able to see the entire class at once.
 - v. Do not resort to corporal punishment under any circumstances. Should such punishment be deemed necessary, contact the principal or supervisor.

11. Litter

- a. Pupils should be encouraged to keep their Madrasah clean and tidy.
- b. A Litter Drill should be conducted on a regular basis, with each class taking its in turn to ensure that no litter is lying around the Madrasah.

12. Late Comers.

- a. Lateness is one malady we have to live with. However, it should be controlled and minimised to an 'acceptable' level.
- b. Any pupil entering the lesson late must be able to offer a good reason for doing so.
- c. Frequent latecomers must be reported to the office as soon as possible.
- d. As mentioned earlier, if late pupils disrupt a lesson, so too do late educators. Educators should set a good example in this respect.

15. Cell-Phones = NO, NO.

Teachers should dedicate themselves to the service of Allah's Deen with sincerity and await the true reward for their service in the Hereafter. This is the key to success in both worlds. The above issues have been raised in the spirit of naseehah – sincere advice – with the hope of improving the teaching of Islamic knowledge. May Allah, subhanahu wa ta'aala, guide us all to the path of the Righteousness. Ameen.

TEXT BOOKS USED IN EACH CLASS PER SUBJECT
PREPARED BY THE LENASIA MUSLIM ASSOCIATION.

CLASS	QURAAAN	TAJWEED	HIFZ	ORAL DEENIYAAT	FIQH	HISTORY	ARABIC	TAFSEER	AQAAID/ AKHLA	HADEETH
ONE	TOWARDS READING THE QURAAAN PART 1&2 (LMA)		SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	CHILD'S INTRODUCTION TO ISLAM PART 1	CHILD'S INTRODUCTION TO ISLAM PART 1	ARABIC FOR CHILDREN			
TWO	TOWARDS READING THE QURAAAN PART 1&2 (LMA)		SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	CHILD'S INTRODUCTION TO ISLAM PART 2	CHILD'S INTRODUCTION TO ISLAM PART 1	LUGHATUL ISLAM BOOK 1			
THREE	QURAAAN 5 JUZ	INFORMAL TAJWEED FOR TEACHERS ONLY	SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	FIQHUL ISLAM BOOK 2	SEERATUN NABI (SAW) BOOK 1	LUGHATUL ISLAM BOOK 1			
FOUR	QURAAAN 30 JUZ	INFORMAL TAJWEED FOR TEACHERS ONLY	SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	FIQHUL ISLAM BOOK 1	SEERATUN NABI (SAW) BOOK 2	LUGHATUL ISLAM BOOK 1			
FIVE	QURAAAN 30 JUZ	SIMPLIFIED RULES OF TAJWEED	SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	FIQHUL ISLAM BOOK 3 DEENIYAAT CLASS 5	SEERATUN NABI (SAW) BOOK 3	LUGHATUL ISLAM BOOK 1			
SIX	QURAAAN 30 JUZ	SIMPLIFIED RULES OF TAJWEED	SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	FIQHUL ISLAM BOOK 4	SEERATUN NABI (SAW) BOOK 4	LUGHATUL ISLAM BOOK 2			
SEVEN	QURAAAN 30 JUZ	SIMPLIFIED RULES OF TAJWEED	SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	FIQHUL ISLAM BOOK 5	KHULEFAA RASHIDEEN	LUGHATUL ISLAM BOOK 2&3			100 AHADEETH LMA
EIGHT	QURAAAN 30 JUZ		SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	KITAABUS SALAAH & KITAABUT TAHAARAH BY Y.M.M.A	MUHAMMED THE FINAL MESSENGER BY DR. MAJID ALI KHAN	LUGHATUL ISLAM BOOK 3	INTRODUCTION TO QURAAAN PROF. DOI	AQAAID-UL ISLAM	100 AHADEETH LMA
NINE	QURAAAN 30 JUZ		SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	KITAABUN NIKAAH	MUHAMMED THE FINAL MESSENGER BY DR. MAJID ALI KHAN	LUGHATUL ISLAM BOOK 3	QURAAAN TAFSEER HUSAINIYYAT PUBLICATION JUZ 2 JUZ	AQAAID-UL ISLAM	100 AHADEETH LMA
TEN	QURAAAN 30 JUZ		SELECTED CHAPTERS FROM THE QURAAAN WITH MEANINGS	DUAS IN THE LIFE OF A MUSLIM	KITAABUL BUYOO & MEERATH	THE FOUR KHALIF SENIOR BY A.M.A.	QURAAAN WITH ENGLISH TRANSLATION	QURAAAN TAFSEER HUSAINIYYAT PUBLICATION JUZ 3	THE FOUR ILLUSTRIOUS IMAAMS AND TAQHEED	

LENASIA MUSLIM ASSOCIATION
SYLLABUS AT A GLANCE

CLASS	QURAAAN	TAJWEED	HIFZ	ORAL DEENIYAAT	FIQH	HISTORY	ARABIC	AQAAID/ AKHLA	TAFSEER	HADEETH
ONE	THE ENTIRE ALPHABET WITH FATHA, KASRA, DAMMA, SUKOON, TANWEEN		SURAHS FATIHAH/M IKHLAAS/M KAUTHAR/M NAAS, ASR/M	22 BASIC DUAS & KALIMAHS	7 ATTRIBUTES OF ALLAH AND ISTINJA & CLEANLINESS	4 AMBIYA	30 LESSONS VOCABULARY WITH SIMPLE STRUCTURES	6 TOPICS ON AKHLAQ & ETTIQUETTE		
TWO	THE TASHDEED TO WAQFA AND SURAHS NAAS TO DHUHA & BAQARA AYAAT 1-30		SURAH FEEL, QURAIISH, NASR, LAHAB MEANINGS NAAS, NASR & QURAIISH.	14 DUAS KALIMAHS & ADHAAN	IMAAN 4 ATTRIBUTES OF ALLAH WUDHU AND SALAAH	4 AMBIYA	LUQHATUL ISLAM LESSON 1 TO 7	10 TOPICS ON AKHLAQ		
THREE	SURAH BAQARAH AYAAT 31 TO 242		SURAHS FALAQ, KAFIROON, MA'OON, AYATUL KURSI MEANING FALAQ LAHAB KAFIROON	12 DUAS	FIQHUAL ISLAM BOOK 1 5 ATTRIBUTES OF ALLAH, AQAAID	SEERAT IN BRIEF FROM JAHILIYAH TO HIJRAT	LUQHATUL ISLAM BOOK 1 LESSON 8 TO 13.			
FOUR	SURAH BAQARAH AYAT 243 TO END OF JUZ 7		SURAHS: HUMAZAH TAKATHUR, ZIL ZAAL, QARIAH, TEEN/MEANING MA'OON, FEEL & TAKATHUR	12 DUAS	FIQHUAL ISLAM BOOK 2 ARKAANUL ISLAM	SEERAT IN BRIEF HIJRAT TO DEMISE	LUQHATUL ISLAM LESSON 14 TO 20 BOOK 1			
FIVE	JUZ 8 TO END OF SURAH BANI ISRAEEL	RULES OF TAJWEED LESSON 1 TO 13 INTRO LESSON 1 TO 14	SURAH AADIYAAT, QADR, NASHRAH, BAQARAH 1-3 CLOSING VERSE MEANING SURAH HUMAZAH	12 DUAS	FIQHUAL ISLAM BOOK 3	SEERAT JAHILIYYAH TO HIJRAT	LUQHATUL ISLAM BOOK 2 LESSON 1 TO 6			
SIX	SURAH KAHF TO END OF JAATHIAH	LESSON 14 TO 21	SURAH: ALAQ, DHUHA, BAYYINAH YASEEN 1-16 MEANING SURATUL QARIAH	11 DUAS	FIQHUAL ISLAM BOOK 4	SEERAT HIJRAT TO DEMISE	LUQHATUL ISLAM LESSON 7 TO 16 BOOK 2			
SEVEN	SURAH ALQAAF TO KHATAM & REVISION	LESSON 22 TO 28	SURAH YASEEN AYAT 17 TO END	10 DUAS	FIQHUAL ISLAM BOOK 5 SAUM, HAJ ZAKAH	THE 4 KHALIFS	LUQHATUL ISLAM BOOK 2 LESSON 17 TO END AND BOOK 3 LESSON 1 TO 5			
EIGHT			SURAH MULK & WAQIAH	REVISION	KITABUT, TAHARAH, SALAAT	SEERAT IN DETAIL JAHILLIYAH TO END OF 4 TH YEAR OF HIJRAT	LUQHATUL ISLAM BOOK 3 LESSON 6 TO 14	TAUHEED ATTRIBUTES ANGELS SCRIPTURES MESSENGERS	INTRO TO TAFSEER & SURAHS: DHUHA TO NAAS & FATIHA	INTRO TO HADEETH & HADEETH 1 TO 35
NINE			SURAH DUKHAN	REVISION	KITAABUN NIKAH & TALAAQ	SEERAT IN DETAIL 4 TH YEAR TO THE END	LUQHATUL ISLAM BOOK 3 LESSON 15 TO 17 MEANING OF SURAH	QIYAMAT HEREAFTER CALIPHS MIRACLES	SECOND JUZ	HADEETH 36 TO 65
TEN			REVISION	REVISION	TRADE INHERITANCE, JUDICIAL SYSTEM	4 CALIPHS IN DETAILS		FOUR IMAMS & TAQLEED	THIRD JUZ	HADEETH 66 TO 100

No.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1.	QURAAAN	The alphabet with Fatha Lessons 1 – 11	The alphabet with Fatha and Kasrah Lessons 12 - 25	The alphabet with Kasrah and Dammah on Sukoon. Lessons 26 –36	Introduction to Tanween Revision Lesson 37 – 40 Part II: Lessons 1 – 4
2	HIFZ	a. Surah Fatiha b. Meaning of Surah Fatiha	a. Suratul Ikhlaas, with meaning b. Consolidation	a. Suratul Kauthar b. Suratun Naas.	a. Suratul Asr, with meaning b. Consolidation c. Suratul Kauthar - meaning d. Revision.
3	ORAL DEENIYAAT	a. Ta’awwuz b. Tasmiyyah, salaam/reply c. Kalimah Tayyibah d. Eating dua. <i>N.B. All Kalimahs, duas, etc must be taught with meaning</i>	a. Kalimah Shahadah b. Sleeping/waking dua c. Thanking dua d. Dua before Wudhu e. Sneezing duas.	a. Kalimah Tamjeed b. Toilet duas. c. Dua after drinking milk d. Dua when intending to do something	a. Durood Sharief b. Fasting – Breaking Fast c. Islamic months b. Consolidation c. Revision.
4	TAUHEED	The oneness of Allah. Allah, Ta’aala is All-Knowing.	Allah Ta’aala is All-Seeing. Allah Ta’aala is All-Hearing. Allah Ta’aala is All-Loving	Allah Ta’aala is Kind and Merciful Allah Ta’aala is the helper	Five Pillars of Islam. Consolidation Revision
5	TAHARAH	Istinjaa	Istinjaa – cleanliness of the body	Cleanliness of clothes and the home.	Times and Names of Salaah. P-27
6	HISTORY	Sayyidinaa Adam (AS)	Nabi Nooh (AS)	Nabi Yusuf (AS) Nabi Muhammad (SAW)	Nabi Muhammad (SAW) Consolidation Revision.
7	AKHLAAQ (Morals)	a. Truthfulness – Honesty – Love – Kindness – Sharing. b. Respect & Obedience.	a. Respect for Allah. b. Respect for Nabi (SAW) c. Respect for teacher	a. Etiquettes of eating sleeping, servants.	Servant’s cont. Care for environment Masjid.
8	ARABIC	Arabic for Children. Lessons 1 – 12	Lessons 13-24	Lesson 25 – 28	Lesson 29-30
9	PRACTICALS	Wudhu	Wudhu Toilet habits	Eating Habits. Sleeping habits. Salaah Postures	Greeting habits Consolidation Revision

Qur'aan

1. Read – and follow – the instructions given to the teacher in *Towards Reading the Qur'aan*, Part 1.
2. Each letter of the alphabet must be taught with correct pronunciation.
3. While teaching and revising the emphasis must be on recognition.
4. Memorising words must be avoided.
5. Fluency must be checked constantly to ensure that there is
 - i. no dragging of letters;
 - ii. no silent reading, and
 - iii. no breaking up of the letters.
6. More time must be spent on delivering a lesson than on listening to it.
7. Method of introducing a new Alphabet.
 - a. Write the letter big on the Chalkboard e.g.
 - b. Find an appropriate object, picture or drawing to illustrate the sound of the Alphabet eg: watch

Hifz.

1. Surahs must be taught little by little according to the schemes of work.
2. All Surahs must be taught and revised with correct pronunciation and Tajweed.
3. The Hifz lesson must be divided as follows:
 - i. revision of previous ayaat of the Surah being studied;
 - ii. teaching of new work;
 - iii. revision of previous surahs/ayaat.

Oral Deeniyaat.

1. All duas etc. must be taught and revised with meaning, (This instruction has not been mentioned separately in the schemes.)
2. All duas etc. must be taught with correct pronunciation.
4. Drill the key words.
5. The relevant worksheet questions must be completed after each point has been completed.

3. Teach Asma'ul Husna one name per week.

Tauheed.

1. Tauheed and the Attributes of Allah must not be taught in point form, like a poem or recitation.
2. The concept of these points should be put across to the pupils through discussions, projects and stories at the children's level.
3. Key words should be simplified and drilled on the chalk-board and flash cards.
4. The relevant worksheet questions must be completed after each point has been completed.

Taharah

1. Do not teach this subject in point form, like a poem or recitation.
2. Have practical sessions to illustrate the points and make each child act the particular point being taught while they are describing it.
3. Key words must be drilled on the chalkboard and on flash cards.
4. Make a project of the topic by putting pictures on a chart.
5. The relevant worksheet questions must be completed after each point has been completed.

History.

1. Tell the story of the Prophet (AS) being discussed.
2. Drill the key words for every point.
3. Ask the pupils to relate the story back to you.
4. The relevant worksheet questions must be covered after each point has been completed

Akhlaaq (Morals).

1. Tell a story relating to the topic before commencing the lesson.
2. Do not teach in point form.
3. Discuss the moral under discussion by making the children contribute what their own feelings and behaviour would be if in a similar position.

Arabic.

1. Follow the instructions given in the teacher's manual of *Arabic for Children*.
2. Little but constant work is easier for young minds to absorb.
3. Arabic must be fun.

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
2. Add more questions to cover the entire lesson
3. Questions in the Worksheets are only sample questions as a guide.
Comprehension of lessons should not be limited to worksheets question.

NO	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1	QURAAN	Revision Lessons 5 - 11	Lessons 12 –19	Lesson 20 to Pg 56 Surah An Naas to Al Asr	Surah Takathur – Dhuha Surah Baqarah – Ayat 6-30
2.	HIFZ	Revision a. Suratul Feel b. Meaning of Suratun Naas	a. Suratul Quraish b. Suratun Nasr. c. Revision	a. Revision b. Suratul Lahab c. Meaning of Suratun Nasr	a. Meaning of Surah Quraish. b. Revision c. Consolidation
3	ORAL DEENIYAAT	a. Kalimah Tauheed b. Dua on hearing good news. c. Thanaa d. Dua after Wudhu e. Dua when a loss occurs. f. Asmal Husna.	a. Kalimah Radde Kufr b. Tasbihaat of Salaah p.13 c. Takbeers d. Duas for morning and evening.	a. Imaane Mujmal b. Imaane Mufasal c. Tashahhud N.B. All Kalimah, Duas etc. Must be taught with meaning.	a. Adhaan b. Consolidation
4	Tauheed/Attributes of Allah	a. Articles of faith b. The Creator	a. Allah's Angels b. Allah's Books c. The Provider	a. Revision, Allahs' Messengers; Day of Judgement b. The Protector	a. Lesson 4 b. Behaviour cont.
5	Deeniyaat / Taharah	a. Lesson 1 b. Wudhu	a. Lesson 2 b. Revision; things that break Wudhu c. When Wudhu is necessary; names and times of Salaah.	a. Lesson 3 b. Posture of Salaah c. Behaviour in the Masjid	a. Lesson 7 cont. b. Postures of Salaah
6	HISTORY	a. Ibrahim (AS) – lesson 1 b. Ibrahim (AS) – lesson 2	a. Moosa (AS) – Lesson 3 b. Moosa (AS) – Lesson 4	a. Lesson 5 b. Lesson 6 c. Lesson 7	a. Revision b. Consolidation
7	AKHLAAQ (Morals)	a. Duties of a Muslim b. Helpfulness c. Story on above	a. Promises b. Forgiveness c. Moral story on above	a. Care for orphans b. Respect for elders c. Work with hands is not shameful	a. Revision b. Consolidation
8	ARABIC	The Language of Islam. Book One Lesson 1-2-3-	Lessons 4 & 5	Lessons 6 & 7	Revision – Lesson 7 Consolidation
9	PRACTICALS	a. Method of visiting the toilet b. Method of Wudhu	a. Method of Wudhu	a. Two Rakaat, Fard of Salatul Fajr. b. Two Rakaat, Sunnah of Salaatul Maghrib	a. Revision b. Consolidation

QURAAAN

1. Revise Class 1 work thoroughly before commencing with new lessons.
2. While teaching and revising the emphasis must be on recognition.
3. Memorising words must be avoided.
4. Teach with correct pronunciation and Tajweed.
5. Remedial drills must be completed before embarking on new concepts e.g. do not do 'open letters' until tashdeed is mastered.
6. Fluency must be checked constantly to ensure that there is
 - i. no dragging of letters.
 - ii. No silent reading, and
 - iii. No breaking up of the letters.
7. More time must be spent on delivering the lesson than on listening to it.

HIFZ

1. Surahs must be taught little by little according to the schemes of work.
2. All Surahs must be taught and revised with correct pronunciation and Tajweed.
3. Children should be taught to read out loud.
4. The Hifz lesson must be divided as follows:
 - i. revision of previous ayaat of the Surah being studied.
 - ii. Teaching of new work;
 - iii. Revision of previous Surahs/Ayaat.
5. Keep regular records of testing on progress sheets.

ORAL DEENIYAAT.

1. All duas etc. must be taught and revised with meaning. (This instruction has not been mentioned separately in the Schemes.

2. All duas etc. must be taught and revised with correct pronunciation.
3. The Oral Deeniyaat lesson must be divided as follows:
 - i. revise the topic currently being studied;
 - ii. teach new work;
 - iii. revise sets. (Add new duas to the sets as the work is taught)
4. Remind the pupils continually of the importance and virtues of the duas they are learning.

TAUHEED.

1. Tauheed and the Attributes of Allah must not be taught in point form, like a poem or recitation.
2. The concept of these points should be put across to the pupils through discussion, projects and stories at the children's level.
- 3 Key words should be simplified and drilled on the chalk-board and flash cards.
4. The relevant worksheet questions must be completed after each point has been covered.

TAHARAH.

1. Do not teach this subject in point form, like a poem or recitation.
2. Have practical sessions to illustrate the points and make each child act the particular point being taught while they are describing it.
3. Key words must be drilled on the chalkboard and on flash cards.
4. Make a project of the topic by putting pictures on a chart.
5. The relevant worksheets questions must be completed after each point has been covered.

HISTORY.

1. Tell the story of the Prophet (AS) being discussed.
2. Drill the key words for every point.
3. Ask the pupils to relate the story back to you.
4. The relevant worksheet questions must be covered after each point has been covered.

AKHLAAQ (MORALS).

1. Tell a story relating to the topic before commencing the lesson.
2. Do not teach in point form.
3. Discuss the moral under discussion by making the children contribute what their own feelings and behaviour would be if in a similar position.
4. Drill the key words.
5. The relevant worksheet questions must be completed after each point has been covered.

ARABIC

1. Much of the work of lesson 1 & 2 has been covered in Class 1.
 2. The question concept is totally new to Class 2 pupils.
 3. Follow the exercises in the book.
 4. Teach the relevant vocabulary before commencing with the lesson.
 5. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +/- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This Child is a
- Do not give word with the translation e.g. Do not drill student.
This is a sure method to boredom and been ineffective
6. Make use of the chalkboard for all Arabic work.
 7. Make small cards (about playing-card size) with Arabic words and others with the English words. Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the cards.
 8. Make learning Arabic fun!

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
2. Add more questions to cover the entire lesson
3. Questions in the Worksheets are only sample questions as a guide. Comprehension of lessons should not be limited to worksheets question.

Rasulullah (SAW) Seerah is a practical manifestation of character. His life was the Qur'aan personified.

Etiquettes of various phases of life e.g. Eating, sleeping walking etc. Rights and duties of fellow humans and the environment.

Is the expression for A. 7&8 are natural consequences when A is perfected.

At present only topics are proposed for character, etiquettes and duties. Asaatiza are requested to source material for the lesson. The emphasis should not be upon learning theatrical facts but it must be relevant upon development of the character in the individual by role-play and discussion reasoning the benefits and harms of a persons behaviour.

LENASIA MUSLIM ASSOCIATION

DISTRIBUTION OF WORK OVER FOUR TERMS

CLASS THREE

NO.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1	QURAAN (must be taught with Tajweed)	a. Revision. b. Suratul Baqarah. Ayaat 31-83	a. Al-Baqarah ayaat (84-125)	a. Al-Baqarah – ayaat 126-195	a. Al-Baqarah – ayaat 196-242
1b	TAJWEED (theory)	a. Huroofut Tafkheem b. The rule of Ghunnah	a. The rule of Ikhfa	a. Madd - Mutassil b. Madd-Munfasil	NB These rules will be implemented by incidental teaching
2	HIFZ	a. Revision of Surahs b. Suratul Falaq c. Meaning of Surah Lahab	a. Revision b. Suratul Kaafiroon c. Suratul Maoon	a. Revision b. Aayatul Kursi c. Meaning of Suratul Falaq	a. Meaning Suratul Kafiroom. b. Revision c. Consolidation
3.	ORAL DEENIYAAT	a. Revision of previous work b. Dua after Adhaan. c. Dua while making Wudhu. d. Dua when eating elsewhere . N.B. All duas etc .must be taught with meaning.	a. Revision b. Durood-e-Ibrahim c. Dua Mathoorah d. Dua when looking into a mirror	a. Revision b. Fajr Adhaan c. Dua after drinking water d. Dua when wearing a new garment. e. Dua on wearing a garment.	a. Revision b. Dua after Salaah.
4	FIQH	Fiqhul Islam – Deeniyaat Book 1 Lesson 1-7 N.B. Glossary to be taught with lessons.	Lesson 8 – 12	Lesson 13 – 18	a. Revision b. Consolidation
5	TAUHEED	Fiqhul Islam – Deeniyaat Book 1 Lesson 1-3	Lesson 4	Lesson 5 & 6	Worksheet 9
6	HISTORY	Seeratun Nabi – Book 1 Lesson 1 – 8	Lessons 9 – 15	Lesson 16 - 22	a. Lesson 23 & 24 b. Revision
7	AKHLAAQ	Knowledge – Ilm Ignorance – Jahl	Sincerity – Ikhlaas Show – Riyaa	Truthfulness – Sidq False – Lies - Kizb	Repentance – Taubah Self go eg. Ujb
8	ARABIC	Revision Lessons 1 – 7 Lesson 8 & 9	Revision Lessons 8 & 9 Lesson 10 & 11	Revision Lessons 10 & 11 Lesson 12 & 13	a. Revision b. Consolidation
9	PRACTICALS	Istinjaa complete Wudhu complete	Fard of Zuhr and Asr Salaat	Fard of Salaatul Maghrib	Fard of Salaatul Esha

QUR'AAN

1. Teach approximately 3 lines per day (except in terms 2,3 & 4-5 lines per day)
2. Identify the weaknesses of the class and remedy them.
3. Teach with correct pronunciation and Tajweed.
4. Fluency must be emphasised so that there is no stuttering, dragging of syllable etc.
5. Refer to Towards Reading the Qur'aan for remedial exercises.
6. The Lesson or a part thereof must be taught using the chalkboard.
7. The Qur'aan lesson must be divided as follows.
 - i. 5 minutes – revise the previous day's lesson;
 - ii. 10/15 minutes – listen to the previous days lesson;
 - iii. 25 minutes – teach new lesson;
 - iv. 10 minutes – revision.
8. Suggested method of revision:
 - i. The whole class should be grouped in pairs with each pupil reading at least one page to his/her partner;
 - ii. The teacher should walk round the class listening to pupils at random and seeing that all pupils are reading two pages daily.
9. One week is allowed for examinations in term 2
10. Qur'aan teaching must continue after the examinations in term 4.

HIFZ.

1. Surahs must be taught little by little according to the schemes of work.
2. All Surahs must be taught and revised with correct pronunciation and Tajweed.
3. Children should be taught to read out loud.
4. The Hifz lesson must be divided as follows:
 - i. Revision of previous ayaat of the Surah being memorised;
 - ii. Teaching of new work;
 - iii. Revision of previous surahs/ayaats.
2. Each unit should be taught over two periods.

5. In term 4, more time should be devoted to weaker pupils.
6. Consult your supervisor or principal with regards to remedial or special class pupils.

ORAL DEENIYAAT

1. All duas etc. must be taught and revised with meaning (This instruction has not been mentioned separately in the schemes).
2. All duas etc. must be taught and revised with correct pronunciation.
3. The Oral Deeniyaat lesson must be divided as follows:
 - i. revise the topic currently being studied;
 - ii. teach new work;
 - iii. revise sets. (Add new duas to the sets as the work is taught).
4. Remind the pupils continually of the importance and virtues of the duas they are learning.
5. Revise Tashahhud daily.
6. Allow one week for the examinations in term 2.

N.B. For Hifz and Oral Deeniyaat revision sets:

1. Do at least one of the following:
 - a. Revise each Surah/Dua etc. or meaning at least thrice collectively.
 - b. One pupil should be called to the front and asked to lead the class in reading a Surah/Dua etc. or meaning.
 - c. Write the names of the Surahs /Duas etc. on cards; distribute them to the pupils and ask each pupil to read what is on his/her card.
2. Common mistakes must be rectified.
3. Where a particular Surah/dua etc. has been forgotten, it should be drilled daily.
4. Keep regular records of tests on the progress sheets where weakness is noted.

FIQH.

1. The glossary of Arabic terms must be taught with each lesson as it progresses
- Asaatiza are requested to source material for the lesson. The emphasis

3. Use the chalkboard while delivering the lesson.
4. The lesson should be enhanced by using projects.

TAUHEED.

1. This aspect of Deen is most important as it is the basis of Aqaaidul Islam.
2. The points mentioned in the lessons are for consolidation.
3. The lesson should be taught with relevant stories, projects and poems.

HISTORY.

1. Each unit should be taught over two periods—one for the lesson and the other for consolidation with the work-sheet.
2. Use the chalk-board while delivering the lesson.
3. The lesson should be enhanced by using projects.
4. Add extra questions for consolidation.

AKHLAAQ

This subject has three parts.

- a. Natural Qualities, which makes the nature of the person. These have to be regulated to bring out the good in a person. Rasulullah (SAW) is praised by Allah Ta'aala in the Qur'aan. "And surely you are on an exalted (standard) character". Rasulullah (SAW) has said I am sent to complete Noble Character. Rasulullah (SAW) Seerah is a practical manifestation of character. His life was the Qur'aan personified.
- b. Etiquettes of various phases of life e.g. eating, sleeping, walking etc.
- c. Rights and Duties of fellow humans and the environment

B&C is the expression for A –

B&C are natural consequences when A is perfected.

At present only topics are proposed for character, etiquettes and duties.

should not be upon learning theoretical facts but it must be relevant based upon development of the character in the individual by role-play and discussion, reasoning the benefits and harms of a person's behaviour.

ARABIC

1. Teach vocabulary before commencing lessons.
2. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +/- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This child is a student. Do not give word with translation e.g. Do not drill student. This is a sure method to boredom and been ineffective.
3. Follow all instructions for the exercises in each lesson.
4. The chalk-board must be used when teaching Arabic.
5. Make use of the chalk-board for all Arabic work.
6. Make small cards (about playing-card size) with Arabic words and others with the English words. Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the card.
7. Make learning Arabic fun!

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
2. Add more questions to cover the entire lesson
3. Questions in the Worksheets are only sample questions as a guide. Comprehension of lessons should not be limited to worksheets question.

No.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1	QURAAAN (must be taught with Tajweed)	a. Al-Baqarah Ayaat 243-end b. Aali Imraan Ayaat 1-54	a. Ali-Imraan Ayaat 55-end b. An Nisaa Ayaat 1-38	a. An Nisaa Ayaat 39-end b. Al Maaidah Ayaat 1-72	a. Al-Maaidah 73-end b. An'aam 1-110
2	TAJWEED	a. Rule of Laam of Allah b. Rule of Raa	a. Rules of Meem Sakin	a. The rule of Idgham complete.	a. Revision of Tajweed b. Consolidation
3	HIFZ	a. Revision b. Suratul Humazah c. Meaning of Surah Al Feel.	a. Revision b. Suratul Takaathur c. Suratul Qaariah	a. Revision b. Suratul Zilzaal c. Suratut Teen d. Meaning of Suratul Ma'oon.	a Meaning of Suratut Takathur b. Revision and consolidation
4	ORAL DEENIYAAT	a. Revision. b. Dua-e-Qunoot. c. Iqaamah d. Dua when visiting a sick person. e. Dua when in bodily pain. f. Reply to Adhaan. N.B. <i>All duas etc. must be taught with meaning.</i>	a. Revision b. Duas for entering and leaving the Masjid. c. Dua on seeing new moon.	a. Revision. b. Dua when in fever. c. Dua for expressing love to another. d. Reply to 'c'. e. Dua when seeing another Muslim cheerful. f. Dua on boarding a car or other vehicles.	a. Revision and consolidation.
5	FIQH	Fiqhul Islam – Deeniyaat Book 2 - Lesson 1-8 NB Glossary to be taught with lessons.	Lesson 9-15 (N.B. Pupils will only be tested up to Worksheet 7)	Lesson 16-22	Revision and consolidation Lesson 22 Worksheet 10-11
6	ARKAANUL ISLAM	Lesson 1,2 &3	Lesson 4	Lesson 5 & 6 – Worksheet 11	Revision and consolidation
7	HISTORY	Seeratun Nabi Book 2 LMA Lesson 1-7	Lesson 8-13	Lesson 14-23	Lesson 24-25 Worksheet 26 Revision and consolidation
8	AKHLAAQ	Love – Muhabbaat Hatred – Hiqd - Buqdh	Abstinenes – Zuhd Love for Material world Hub-e-Dunya	Trust –Amanat Bridge of Trust – Khiyamat	Contentment – Qana'at Greed – Hirs Tama
9	ARABIC	Lesson 14-16	Lesson 17+18	Lesson 19+20	Themes Revision and consolidation
10	PRACTICALS	a. Method of performing Wudhu in detail & Ghusl. b. Salatul Fajr Sunnah	Salatuz Zuhr complete	Salatul Maghrib complete with Sunan	Salaatul Esha complete with Witr.

QUR'AAN

1. Teach approximately 9 lines per day (except in term 2 terms – terms 2, 3 & 4 – 10 lines per day).
2. Identify the weaknesses of the class and remedy them.
3. Teach with correct pronunciation and Tajweed.
4. Fluency must be emphasised so that there is no stuttering, dragging of syllabus etc.
5. The lesson or a part thereof must be taught using the chalkboard.
6. The Qur'aan lesson must be divided as follows:
 - i. 5 minutes – revise the previous day's lesson;
 - ii. 10/15 minutes – listen to the previous day's lessons;
 - iii. 25 minutes – teach new lesson;
 - iv. 10 minutes – revision.
7. Suggested method of revision.
 - i. The whole class should be grouped in pairs with each pupil reading at least two pages to his/her partner;
 - ii. The teacher should walk round the class listening to pupils at random and seeing that all pupils are reading at least 4 pages daily.
8. One week is allowed for examinations in term 2
9. Qur'aan teaching must continue after the examination in term 4.

HIFZ.

1. Surahs must be taught little by little according to the schemes of work.
2. All Surahs must be taught and revised with correct pronunciation and Tajweed.
3. Children should be taught to read out loud.
4. The Hifz lesson must be divided as follows:
 - i. Revision of previous Ayaat of the Surah being studied;
 - ii. Teaching of new work;
 - iii. Revision of previous Surahs/Ayaat.

5. In term 4, more time should be devoted to weaker pupils.
6. Consult your supervisor or principal with regards to remedial or special class pupils.
7. Surahs Faatihah, Naas, Ikhlāas, Lahab, Nasr, Asr, Falaq, Feel & Kafiroon revised with meanings.
8. Revision should continue even after the class has been tested.
9. Meaning are important because when we recite the Surahs in Salaah we will know what we are saying and will be able to concentrate.

ORAL DEENIYAAT.

1. All duas etc. must be taught and revised with meaning. (This instruction has not been mentioned separately in the schemes).
 2. All duas etc. must be taught with correct pronunciation.
 3. The Oral Deeniyaat lesson must be divided as follows:
 - i. revise the topic currently being studied.
 - ii. Teach new work;
 - iii. Revise sets. (Add new duas to the sets as the work is taught).
 4. Remind the pupils continually of the importance and virtues of the duas they are learning.
 5. Allow one week for the examinations in Term 2.
- N.B. For Hifz and Oral Deeniyaat revision sets:
1. Do at least one of the following:
 - a. Revise each Surah/Dua etc. or meaning at least thrice collectively.
 - b. One pupil should be called to the front and asked to lead the class in reading a Surah/Dua etc. or meaning.
 - c. Write the names of the surahs/Duas etc. on cards; distribute them to the pupils and ask each pupil to read what in on his/her card.
 2. Common mistakes must be rectified.
 3. Where a particular Surah/Dua etc. has been forgotten, it should be

drilled daily.

4. Keep regular records of tests on the progress sheets where weakness is noted.

FIQH

1. The glossary of Arabic terms must be taught with each lesson as it progresses.
2. When teaching Arkaanul Islam, ask pupils to give short speeches on the topic.
3. Each unit should be taught over two periods.
4. Use chalkboard while delivering the lesson.
5. The lesson should be enhanced by using projects.
6. Fiqh is the most important subject as the validity of commands depends on their compliance with Shariah. Therefore it must be taught perfectly so the learners can use this knowledge for their entire life.

HISTORY.

1. Each lesson should be taught over two periods.
2. Use the chalkboard while delivering the lesson.
3. The unit should be enhanced by using projects.

AKHLAAQ

This subject has three parts.

- a. Natural Qualities, which makes the nature of the person. These have to be regulated to bring out the good in a person. Rasulullah (SAW) is praised by Allah Ta'aala in the Qur'aan. "And surely you are on an exalted (standard) character". Rasulullah (SAW) has said I am sent to complete Noble Character. Rasulullah (SAW) Seerah is a practical manifestation of character. His life was the Qur'aan personified.
 - b. Etiquettes of various phases of life e.g. eating, sleeping, walking etc.
 - c. Rights and Duties of fellow humans and the environment
- B&C is the expression for A.
B&C are natural consequences when A is perfected.

At present only topics are proposed for character, etiquettes and duties.

Asaatiza are requested to source material for the lesson. The emphasis should not be upon learning theatricals facts but it must be relevant based upon development of the character in the individual by role-play and discussion, reasoning the benefits and harms of a persons behaviour.

ARABIC

1. Teach vocabulary before commencing lessons. While completing one lesson – introduce vocabulary for the next lesson.
2. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This Child is a Do not give word with to translation e.g. Do not drill student. This is a sure method to boredom and been ineffective.
3. Revise previous lessons regularly by making pupils read and translate them.
4. Follow all instructions for the exercise for each lesson.
5. The chalk-board must be used when teaching Arabic.
6. Make small cards (about playing-card size) with Arabic words and others with the English words. Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the card.
7. Make learning Arabic fun!

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
2. Add more questions to cover the entire lesson
3. Questions in the Worksheets are only sample questions as a guide.
4. Comprehension of lessons should not be limited to worksheets question.

NO.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1	QURAAN (must be taught with Tajweed)	Al Anaam Ayaat 111-end Al Aa'raaf complete	Al Anfaal complete Al Taubah complete Yunus Ayaat 1-70-	Yunus Ayaat 71-end Hud complete Ibrahim complete	Al Hijr – Bani Israeel complete.
2	TAJWEED (theory)	Introduction Lesson 1, 2, 4 Tajweed Lesson 1-4	a. Lesson 4 continue - 7	a. Lesson 8-13	Lesson 13 continued Revision – consolidation
3	HIFZ	a. Revision b. Suratul Aadiyaat c. Suratul Qadr.	a. Revision b. Surah Alam Nashrah c. Suratul Baqarah Ayaat 1-5	a. Revision b. Suratul Baqarah closing Ayaat c. Meaning of Suratul Humazah	a. Meaning of Surah At Takathur. b. Revision b. Consolidation
4	ORAL DEENIYAAT	a. Revision b. Thanaa in Salatul Janazah d. Dua Al- Janazah (girl/boy) N.B. All duas etc must be taught with meaning	a. Revision b. Dua when entering Qabrastaan. C, Isaale Thawaab	a. Revision b. Duas when entering and leaving home. c. When evil thoughts d. Seeing person in difficulty e. At time of sunset f. Gaze falls on the moon.	a. Revision b. Consolidation
5	FIQH	Fiqhul Islam – Deeniyaat Book 3 Lesson 1-10 Practicals 1,2 & 6	Lesson 11-18 Practicals 3 & 6	Lesson 19 – 27 Practicals 4,5 & 6	Lesson 28-29 Revision and Consolidation Practical Worksheet 12
6	HISTORY	Seeratun Nabi Book 3 Lessons 1-7 + Hazrat Zainab (RA)	Lessons 8-12+ Hazrat Ruqaiyyah (RA)	Lesson 13-21 + Hazrat Umma Kulthum (RA)	Lessons 22-25 + Hazrat Faatimah (RA)
7	AKHLAAQ (Morals)	Reliance on Allah - Tawakkul Jealousy - Hasad	Patience – Sabr Anger – Ghadab	Tolerance – Hilm Hastiness – Ujl	Gratitude – Shukr. Ungrateful – Kufr.
8	ARABIC	Lughutul Islam – Book 2 Lessons 1&2	Revision of lesson 1&2 a. Lesson 3 & 4a	Revision of Lessons 3&4 a. Lesson 4b – 6	Lesson 6 cont. a. Revision b. Consolidation
9	PRACTICALS	<i>Fiqhul Islam</i> – Deeniyaat Book 3, Part 3, lesson 1, 2 & 6 Plus a. Fajr Adhaan and Iqaamah b. Adhaan and Salaah c. Wudhu	Lessons 3 & 6 plus a. Salatun Zuhr b. Salatun Asr complete. c. Ghusl	Lessons 4&6 plus a. Salatun Maghrib complete b. Salatun Esha complete. c. Istinjaah d.	Worksheet 12 plus a. Sajdah-e-Tilaawah b. Tayammum

QUR'AAN

1. Teach approximately 1.25 pages per day (except in terms 2,3 & 4 – 1.5 pages).
2. Identify the weaknesses of the class and remedy them.
3. Teach with correct pronunciation and Tajweed.
4. Fluency must be emphasised so that there is no stuttering, dragging of syllable etc.
5. The lesson or a part thereof must be taught using the chalk-board.
6. The Qur'aan lesson must be divided as follows:
 - i. 5 minutes – revise the previous day's lesson;
 - ii. 5 minutes – listen to the previous day's lesson;
 - iii. 20 minutes – teach new lesson;
 - iv. 10 minutes – revision.
7. Suggested method of revision:
 - i. The whole class should be grouped in pairs with each pupil reading at least three pages to his/her partner;
 - ii. The teacher should walk round the class listening to pupils at random and seeing that all pupils are reading at least 6 pages.
8. One week is allowed for examination in term 2
9. Qur'aan teaching must continue after the examinations in term 4.

TAJWEED.

1. Tajweed must only be taught during its allotted period on the timetable.
2. Reinforce Tajweed rules during Qur'aan recitation.
3. Use the chalk-board when explaining the rules of Tajweed.
4. Ask pupils to find more examples of Tajweed points in the Qur'aan-ul-Kareem.
5. Tajweed rules must be memorised.

HIFZ.

1. Surahs must be taught little by little according to the schemes of

work.

2. All Surahs must be taught and revised with correct pronunciation and Tajweed.
3. Children should be taught to read out loud.
4. The Hifz lesson must be divided as follows:
 - i. Revision of previous ayaat of the Surah being studied;
 - ii. Teaching of new work.
 - iii. Revision of previous Surahs/Ayaat.
5. In Term 4, more time should be devoted to weaker pupils.
6. Consult your supervisor or principal with regards to remedial or special class pupils.
7. Surahs Faatihah, Naas, Falaq Ikhlāas, Lahab, Nasr, Kafiroon, Quraish, Kauthar, Feel, Asr, Humazah and Takathur must be revised with meaning. This will help in the Senior Classes when they do Tafseer.
8. Revision should continue even after the class has been tested.

ORAL DEENIYAAT.

1. All duas etc. must be taught and revised with meaning. (This instruction has not been mentioned separately in the schemes.)
 2. All duas etc. must be taught with correct pronunciation.
 3. The Oral Deeniyaat lesson must be divided as follows:
 - i. Revise the topic currently being studied.
 - ii. Teach new work;
 - iii. Revise sets. (Add new duas to the sets as the work is taught)
 4. Remind the pupils continually of the importance and virtues of the duas they are learning.
 5. Allow one week for the examination in Term 2.
- N.B.** For Hifz and Oral Deeniyaat revision of sets:
1. Do at least one of the following:
 - a. Revise each Surah/Dua etc. or meaning at least thrice collectively.

- b. One pupil should be called to the front and asked to lead the class in reading a Surah/Dua etc. or meaning.
 - c. Write the names of the Surahs/Duas etc. on cards; distribute them to the pupils and ask each pupil to read what is on his/her card.
2. Common mistakes must be rectified.
 3. Where a particular Surah/Dua etc. has been forgotten, it should be drilled daily.
 4. Keep regular records of tests on the progress sheets where weakness is noted.

FIQH

1. Each unit should be taught over two periods.
2. Use the chalk-board while delivering the lesson
3. The lesson should be enhanced by using projects.
4. Fiqh is the most important subject as the validity of commands depends on their compliance with Shariah. Therefore it must be taught perfectly so the learners can use this knowledge for their entire life.

HISTORY.

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AKHLAAQ

This subject has three parts.

- a. Natural Qualities, which makes the nature of the person. These have to be regulated to bring out the good in a person. Rasulullah (SAW) is praised by Allah Ta'aala in the Qur'aan. "And surely you are on an exalted (standard) character". Rasulullah (SAW) has said I am sent to complete Noble Character. Rasulullah (SAW) Seerah is a practical manifestation of character. His life was the Qur'aan personified.
 - b. Etiquettes of various phases of life e.g. eating, sleeping, walking etc.
 - c. Rights and Duties of fellow humans and the environment.
- B&C is the expression for A.

B&C are natural consequences when A is perfected. At present only topics are proposed for character, etiquettes and duties.

Asaatiza are requested to source material for the lesson. The emphasis should not be upon learning theatrical facts but it must be relevant based upon development of the character in the individual by role-play and discussion. Reasoning the benefits and harms of a persons behaviour.

ARABIC

1. Teach vocabulary before commencing lessons. Whilst completing lesson A introduce vocabulary of the next lesson.
2. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This Child is a student. Do not give word with to translation e.g. Do not drill student. This is a sure method to boredom and been ineffective.
3. Revise previous lessons regularly by making pupils read and translate them.
4. Follow all instructions for the exercise for each lesson.
5. The chalk-board must be used when teaching Arabic.
6. Make small cards (about playing-card size) with Arabic words and others with the English words. Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the card.
7. Make learning Arabic fun!

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
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3. Questions in the Worksheets are only sample questions as a guide. Comprehension of lessons should not be limited to worksheets question.

NO.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1	QURAAN (must be taught with Tajweed)	Juz 15 – Juz 17	Juz 17 – Juz 19	Juz 20 – Juz 23	Juz 23 – Juz 25
2	TAJWEED (theory)	Revision – Intro Lesson 3 Rules – Lesson 14 & 15	Lesson 16-17	Lesson 18 – 21	a. Revision b. Consolidation
3	HIFZ	a. Revision b. Suratul Alaq c. Surah Al Dhuha	a. Revision b. Surah Al Bayyinah	a. Revision b. Surah Yaseen c. Meaning for Suratul Qariah	a. Surah Yaseen b. Revision c. Consolidation
4	ORAL DEENIYAAT	a. Revision b. Some model duas (pages 33-37) <i>N.B. All duas etc, must be taught with meaning.</i>	a. Revision b. Dua Istikhara c. d.	a. Revision. b. Dua when a dog bark. c. Dua before going to bed. d. Dua when 'things' are in one's favour. e. Dua when one sees an evil thing. f. Dua when a fire break out + Qurbani + Aqeeqah.	a. Revision.
5	FIQH	a. Salaah - introduction b. Definition c. Lesson 1-7	Lessons 8-19	a Lesson 20-31 (excl. 25&26) b. Death and Burial of a Muslim (new edition)	Janaaiz cont. Lesson 25 & 26
6	HISTORY	a. Worksheet b. Lessons 1-11	a. Lessons 12 – 17	a. Lesson 18-25	a. Lesson 26-27 b. Revision c. Consolidation
7	AKHLAQ	Generosity - Sakha Miserliness - Selfishness - Bukhl	Humbleness– Tawaadhu Pride – Kibr. Fame – Hubbul Jah	Tenderness – Rifq Kindness Harshness – Jabr	Modesty – Hayaa Lewdness - Fahsha
8	ARABIC	a. Lughatul Islam Book 2 b. Lesson 7-10	a. Lesson 10 cont - 13	a. Lesson 14-16	a. Revision b. Consolidation
9	PRACTICALS	Two Rakaat Salaah Three Rakaat Salaah	Salatul Jumu'ah Khutbah Salaatul Eid	a. Ghushl of Mayyit b. Salatul Janazah c. Kafn	a. Qabr b. Kafn

QUR'AAN

1. Teach approximately 1.5 to 2 pages per day.
2. Identify the weaknesses of the class and remedy them.
3. Teach with correct pronunciation and Tajweed.
4. Fluency must be emphasised so that there is no stuttering, dragging of syllable etc. Pupils should be able to read at least quarter of a juz in 10 minutes.
5. The lesson or a part thereof must be taught using the chalk-board if necessary to remedy a weakness.
6. The Qur'aan lesson must be divided as follows:
 - i. 5 minutes – revise the previous day's lessons.
 - ii. 5 minutes – listen to the previous day's lessons.
 - iii. 20 minutes – teach new lesson;
 - iv. 10 minutes – revision.
7. Suggested method of revision:
 - i. the whole class should be grouped in pairs with each pupil reading at least 4 pages to his/her partner;
 - ii. the teacher should walk round the class listening to pupils at random and seeing that all pupils are reading at least quarter Juz.
8. One week is allowed for examinations in term 2.
9. Qur'aan teaching must continue after the examination in term 4.

TAJWEED.

1. Tajweed must only be taught during its allotted period on the timetable.
2. Reinforce Tajweed rules during Qur'aan recitation.
3. Use the chalk-board when explaining the rules of Tajweed.
4. Ask learners to find more examples of Tajweed points in the Qur'aan Kareem.
5. Learners must memorise the Tajweed rules.

HIFZ.

1. Surahs must be taught little by little according to the schemes of them to the pupils and ask each pupil to read what is on his/her card.
2. Common mistakes must be rectified.
3. Where a particular Surah/Dua etc. has been forgotten, it should be

work.

2. All Surahs must be taught and revised with correct pronunciation and Tajweed.
 3. Children should be taught to read out loud.
 4. The Hifz lesson must be divided as follows:
 - i. revision of previous ayaat of the Surah being studied;
 - ii. teaching of new work.;
 - iii. revision of previous Surahs/Ayaat.
 5. In term 4, more time should be devoted to weaker pupils.
 6. Consult your supervisor or principal with regards to remedial or special class pupils.
 7. Surahs Faatihah, and Naas to Qariah must be revised with meanings.
 8. Revision should continue even after the class has been tested.
- ORAL DEENIYAAT.**
1. All duas etc. must be taught and revised with meaning. (This instruction has not been mentioned separately in the schemes.
 2. All duas etc. must be taught with correct pronunciation.
 3. The Oral Deeniyaat lesson must be divided as follows:
 - i. revise the topic currently being studied;
 - ii. teach new work;
 - iii. revise sets (Add new duas to the sets as the work in taught.)
 4. Remind the pupils continually of the importance and virtues of the duas they are learning.
 5. All one week for the examinations in term 2.
- N.B. For Hifz and Oral Deeniyaat revision sets:
1. Do at least one of the following:
 - a. Revise each Surah/Dua etc or meaning at least thrice collectively.
 - b. One pupil should be called to the front and asked to lead the class in reading a Surah/Dua etc. or meaning.
 - c. Write the names of the Surahs/Duas etc. on cards; distribute practical manifestation of character. His life was the Qur'aan personified. B&C is the expression for A
B&C are natural consequences when A is perfected. At present only

drilled daily.

4. Keep regular records of tests on the progress sheets where weakness is noted.

FIQH

1. Each unit should be taught over two periods.
2. Use the chalk-board while delivering the lesson.
3. The lesson should be enhanced by using projects.
4. The Salaah Chart up to practicals must be done during the practical period on Friday.
5. Fiqh is the most important subject as the validity of commands depends on their compliance with Shariah. Therefore it must be taught perfectly so the learners can use this knowledge for their entire life.

HISTORY.

1. Each unit should be taught over two periods.
2. Use the chalk-board while delivering the lesson.
3. The lesson should be enhanced by using projects.
4. Poems in the Kitaabs must be memorised.
5. Teach History in such a manner that learners love and become attached to Rasulullah (SAW).
6. Be well equipped to give a good lesson by reading more on the subject.

A recommendation is Muhammad the Final Messenger by Dr. Majid Al Khan.

AKHLAAQ

This subject has three parts.

- a. Natural Qualities, which makes the nature of the person. These have to be regulated to bring out the good in a person. Rasulullah (SAW) is praised by Allah Ta'aala in the Qur'aan. "And surely you are on an exalted (standard) character". Rasulullah (SAW) has said I am sent to complete Noble Character. Rasulullah (SAW) Seerah is a
- b. Etiquettes of various phases of life e.g. eating, sleeping, walking etc.
- c. Rights and Duties of fellow humans and the environment.

topics are proposed for character, etiquettes and duties.

Asaatiza are requested to source material for the lesson. The emphasis should not be upon learning theatricals facts but it must be relevant based upon development of the character in the individual by role-play and discussion reasoning the benefits and harms of a persons behaviour.

ARABIC.

1. Teach vocabulary before commencing lessons.
2. Revise previous lessons regularly by making pupils read and translate them.
3. Follow all instructions for the exercises for each lesson.
4. The chalkboard must be used when teaching Arabic.
5. Make flash cards of the vocabulary.
6. Make small cards (about playing-card size) with Arabic words and others with the English words. Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the card.
7. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This child is a _____ student.
Do not give a word with a translation e.g. Do not drill _____ student.
This is a sure method to boredom and been ineffective.
8. Make learning Arabic fun!

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
2. Add more questions to cover the entire lesson
3. Questions in the Worksheets are only sample questions as a guide. Comprehension of lessons should not be limited to worksheets question.

No.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1	QURAAN (must be taught with Tajweed)	Juz 26 – Juz 28	Juz 29 – Juz 30 Revision	Juz 1 – Juz 25, Revision	Juz 26 – Juz 30 Revision
2.	TAJWEED	a. Revision lessons 1-20 b. Lesson 22	a. Lessons 23-25	a. Lesson 28 b. Worksheet	a. Revision b. Consolidation c. Application of all rules.
3.	HIFZ	a. Revision b. Surah Yaseen–ayaat 13-44	a. Revision of all work b. Surah Yaseen Ayaat 45-58	a. Revision of all work b. Surah Yaseen ayaat 59 – end	a. Revision c. Consolidation
4.	ORAL DEENIYAAT	a. Revision b. Qunoot-e-Nazilah	a. Revision b. Tasbihaat after Salaatul Fajr – Asr. c. Dua when any need arises.	a. Revision. b. Niyah for Haj & Umrah c. Dua when leaving a meeting. d. Dua on bidding someone farewell. e. Dua at a time of journey. f. Dua on returning from a journey.	a. Revision. b. Consolidation
5.	FIQH	a. Introduction – virtues to Lesson 14	a. Introduction – Zakaah to Lesson 11c	a. Introduction Hajj to Lesson 16	a. Lesson 17 p. 17 to end. b. Revision c. Consolidation.
6	HISTORY	Hazrat Abu Bakr (RA) from early life up to attachment to Rasulullah (SAW)	Hazrat Umar (RA): from the Persian Empire up to all aspects of achievement.	Hazrat Uthmaan (RA) from early life up to wives, children and habits. Hazrat Ali (RA) introduction, to Siffin.	Hazrat Ali (RA) from rise of Khaarijees to end. Revision and consolidation
7.	AKHLAQ	Unity of Faith – Tauheed Believe – Yaqeen Surrender - Tasleem	Disbelieve – Kufr – Shirk Doubt – Shak Arrogance - Udwaan	Truthfulness – Sidq Honesty Trust - Amanat	Sincerity – Ikhlās.
7	ARABIC	a. Lughatul Islam Book 2 b. Lesson 17-20	a. Lesson 20 cont. +21	a. Book 3 Lesson – Dua - Lesson 1-4	a. Lesson 5
8	PRACTICALS	Five daily Salaah.	Salaatul Jum’ah and Salatul Eid including Khutbas	Salatul Janazah	Ghusl, mayyit, kafn and burial.

QUR'AAN.

1. Average Lesson 2 pages daily till Khatam then quarter Juz daily.
2. Identify the weaknesses of the class and remedy them.
3. Teach with correct pronunciation and Tajweed.
4. Fluency must be emphasised so that there is no stuttering, dragging of syllable etc. Pupils should be able to read at least quarter of a Juz in 10 minutes.
5. The Qur'aan lesson must be divided as follows:
 - i. 5 minutes – revise the previous days lesson;
 - ii. 5 minutes – listen to the previous day's lesson;
 - iii. 20 minutes – teach new lesson;
 - iv. 10 minutes – revision.
6. Suggested method of revision
 - i. the whole class should be grouped in pairs with each pupil reading at least 8 pages to his/her partner.
 - ii. The teacher should walk round the class listening to pupils at random and seeing that all pupils at read at least 10 pages.
7. One week is allowed for examinations in term 2.
8. During term 3 pupils should be trained to read one juz in the Qur'aan period.
9. Qur'aan teaching must continue after the examinations in term 4.

TAJWEED.

1. Tajweed must only be taught during its allotted period on the timetable.
2. Reinforce Tajweed rules during Qur'aan recitation.
3. Use the chalkboard when explaining the rules of Tajweed.
4. Ask pupils to find more examples of Tajweed rules in the Qur'aan Kareem.

HIFZ.

1. Surahs must be taught little by little according to the Schemes of Work.
2. Common mistakes must be rectified.
3. Where a particular Surah/dua etc. has been forgotten, it should be

2. All Surah's must be taught and revised with correct pronunciation and Tajweed.
3. Children should be taught to read out loud.
4. The Hifz lesson must be divided as follows:
 - i. revision of previous ayaat of the Surah being studied;
 - ii. teaching of new work.
 - iii. Revision of previous Surahs/Ayaat.
5. In term 4, more time should be devoted to weaker pupils.
6. Consult your supervisor or principal with regards to remedial or special class pupils.
7. Surahs Faatihah and Naas to Takathur must be revised with meanings. This will help them in Class eight when they do Tafseer of these Surahs.
8. Revision should continue even after the class has been tested.

ORAL DEENIYAAT.

1. All duas etc. must be taught and revised with meaning. (This instruction has not been mentioned separately in the schemes.
 2. All duas etc. must be taught with correct pronunciation.
 3. The Oral Deeniyaat lesson must be divided as follows:
 - i. revise the topic currently being studied;
 - ii. teaching of new work
 - iii. revise sets (Add new duas to the sets as the work is taught.)
 4. Remind the pupils continually of the importance and virtues of the duas they are learning.
 5. Allow one week for the examinations in term 2.
- N.B. For Hifz and Oral Deeniyaat revision sets:
1. Do at least one of the following.
 - a. Revise each dua/dua etc. or meaning at least thrice collectively.
 - b. One pupil should be called to the front and asked to lead the class in reading a dua/dua etc. or meaning.
 - c. Write the names of the Surahs/Duas etc. on cards; distribute them to the pupils and ask each learner to read what is on his/her card.

Asaatiza are requested to source material for the lesson. The emphasis should not be upon learning theatricals facts but it must be relevant and

drilled daily.

4. Keep regular records of tests on the progress sheets where a weakness is noted.

FIQH.

1. Each unit should be taught over two periods.
2. Use the chalkboard while delivering the lesson.
3. The lesson should be enhanced by using projects.
4. Fiqh is the most important subject because Muslims have to perform their duties correctly.
5. Conditions – Faraaid, Waajibaat and Nawaqidh must be memorised.

HISTORY

1. Each unit should be taught over two periods.
2. Use the chalkboard while delivering the lesson.
3. The lesson should be enhanced by using projects.

AKHLAAQ

This subject has three parts.

- a. Natural Qualities, which makes the nature of the person. These have to be regulated to bring out the good in a person. Rasulullah (SAW) is praised by Allah Ta'aala in the Qur'aan. "And surely you are on an exalted (standard) character". Rasulullah (SAW) has said I am sent to complete Noble Character. Rasulullah (SAW) Seerah is a practical manifestation of character. His life was the Qur'aan personified.
- b. Etiquettes of various phases of life e.g. eating, sleeping, walking etc.
- c. Rights and Duties of fellow humans and the environment.
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Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the card.
7. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This Child is a
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1. Complete Worksheets after every lesson.
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3. Questions in the Worksheets are only sample questions as a guide.
4. Comprehension of lessons should not be limited to worksheets questions only.

**LENASIA MUSLIM ASSOCIATION
SCHEMES OF WORK
NOTES.**

HADEETH 8,9 & 10

1. The importance and status should be continually emphasised.
2. The Hadeeth should be put on the chalkboard.
3. Pupils should be encouraged to memorise the Hadeeth.
 - a. The shorter Ahaadeeth could be memorised with the Arabic text. These are marked with an (m) in the schemes.
 - b. The longer Ahaadeeth only the English meaning.
4. Explanation of the Ahaadeeth should be given from the notes on 100 Ahaadeeth prepared by the LMA.

AQAAID 8, 9 & 10

1. The emphasis of correct beliefs must be continuous.
2. Each Aqeedah must be memorised.
3. The Aqeedah must be put on the chalkboard.
4. The Aqeedah should be well understood by the pupils.

HIFZ 8,9 & 10

Since time is limited and Hifz require individual attention, it is difficult to make progress with each pupil.

Therefore a collective approach and a supervisory approach would be more successful.

1. Half the period should be used for revision and the other half for current work.
2. Collective reading and mutual assessment of pupil by pupil would prove effective. The Ustad has to be very firm and keep a progress report of each pupil.
3. The work for the week must be read collectively and drilled in class. This has to be further learned by the pupils at home.

N.B. For the year 2004 the old schemes of work will be followed as Surah Yaseen has not been completed in Class 7.

HISTORY 8

1. Text book used is Muhammad the Final Messenger by Dr. Majid Ali Khan print Mehtab co. Pakistan.
2. This book has been chosen to be taught because:
 - a. It is an authentic work.
 - b. It addresses many of the allegations made by the west.
 - c. It is not very lengthy.
 - d. The language is fairly acceptable compared to translated work.
 - e. It is not very much in detail.
 - f. It could be used as a reference by the student in later life.
3. An average of six pages are to be taught over two periods per week.
4. The Ustads must be well prepared with the subject matter before going to the class.
5. The Main points should be summarised on the board.
6. The lesson must be discussed in class.
7. The lesson must not be read from the book by the teacher or pupil. **N.B.** This makes the lesson boring.
8. The book should be used as a reference for work sheet type of questions which should be given out timously.
9. Date and events are not the priority but the lesson to be learned from the experiences of Rasulullah (SAW).
- 10 a. Facts and figures have been taught twice in the primary level.
 - b. The appropriate text book should be referred to, to ascertain the extent of work already learnt by the pupil.
 - c. Those aspects should be treated as revision.

HISTORY 9.

1. As with notes of class 8.
2. An average of six to ten pages per lesson.
3. For all the small expeditions a chart should be made with column for name, number of soldiers, Muslims and enemy, result, amount of booty if any and any other relevant information.

ORAL DEENIYAAT 8, 9 & 10

HISTORY 10.

The four Caliphs will be taught from the new series by Dr. Majid Ali Khan, I.E. The Pious Caliphs.

The class seven textbooks should be referred to and used as revision. An overall discussion of the subject matter must be discussed then summarised by the Ustaads.

Morals and lessons must be deducted by the pupils with assistance of worksheets.

FIQH 8

Keep Fiqhul Islam 3 (Deeniyaat cl. 5) as reference when teaching Kitaabut Tahaarah. Fiqhul Islam 4 (Deeniyaat cl. 6) as reference when teaching Kitaabus Salaah.

Work covered in it should be regarded as revision.

Emphasis should be on new masail, i.e. Faraaid, Waajibaat, Nawaaqis etc.

Important aspects should be well drilled and memorised.

Haidh Masail will be taught only to girls from Al Hadiyyato Linnisa – Make arrangement with a female teacher to teach this subject at one Period Per week.

The chalkboard should be used to summarise work.

FIQH 9

1. Kitabun Nikaah and Talaq is taught.
2. The institution of Nikaah is the most vital aspect of Muslim society. This should be impressed on the learners.
3. The types of Talaq should be clearly explained because many marriages break up without a possibility of reconciliation because of ignorance.
4. Important aspects must be summarised on the Chalk Board.

FIQH 10

1. Very important topics are covered here. These affect the lives of all Muslims.
2. Teach the subject matter thoroughly.
3. Shares in the inheritance section must be memorised.

Work covered has been taught over 7 years and has been extensively revised.

Since only one period a week is available for Oral Deeniyaat the method used should be one where pupils are given the next work to learn in advance for the Oral Deeniyaat period.

Pupils should be paired off to test one another.

The Ustaads will keep a record on the progress of pupils by making the partner fill in the results. Judging by the progress sheet he/she should be tested at random to assess the accuracy of the results.

Alternately the class could be asked to revise all the work of the set collectively.

N.B. KALIMAHS AND SALAAH DUAS SHOULD BE EMPHASISED.

QURAAAN 8, 9 & 10

1. Pupils should be grouped in fours and they should complete the required amount.
2. The Ustad will walk around and listen to each group for a few minutes.
3. There is no formal teaching for Qur'aan in class Eight, Nine and Ten.

TAFSEER 8, 9 & 10

1. The object of Tafseer is to teach the pupils Ahkaamullah and to give them direct contact with Kalaamullah.
2. To teach them that the Holy Qur'aan cannot be understood by oneself.
3. Qur'aan Tafseer by Moulana E Salejee of Husainiyyah Publications of Estcourt and Introduction to Tafseer by Professor Doi is used in this syllabus.
4. The main topics of the Quraan-e-Kareem:
i.e.
 - a. Tauheed and Sifaat of Allah Ta'aala.
 - b. Risalet
 - c. Akhirat Ma'aad

Should be thoroughly drilled.

5. The Azmat of Kalame Ilahi should be daily impressed on the Student's minds.
6. a. Part 2,3 will be taught to Classes 9 & 10 learners over two years, Insha-Allah. (Do try to complete the prescribed syllabus).
- b. Introduction to Tafseer will be taught to Class 8 learners. Introduction can be taught from the Jamiat series or from a concise version from Mufti Salejee – Part 1.

ARABIC.

1. Teach vocabulary before commencing lessons.
2. Revise previous lessons regularly by making pupils read and translate them.
3. Follow all instructions for the exercises for each lesson.
4. The chalkboard must be used when teaching Arabic.
5. Make small cards (about playing-card size) with Arabic words and others with the English words.
Give the cards out to the pupils and ask each one to say either the Arabic or English meaning of the word on the card.
6. Vocabulary should be taught by drilling the Arabic word e.g. the word should be repeated from the chalk board +- 50 times then explain the word e.g. A child takes his/her bag with books/kitaabs then goes to school to learn. This Child is a
Do not give word with to translation e.g. Do not drill student.
This is a sure method to boredom and been ineffective.
7. Make learning Arabic fun!

AIMMAH ARBA'AH, AIMMAH MUJTAHIDEEN & TAQLEED – CLASS 10

1. This aspect of Deen is extremely important because of the fitnah of Adame, Taqleed that leads to Ittiba-e-Hawa.
2. Do familiarise yourself thoroughly before embarking on teaching the subject.

QURAAN.

1. Alhamdulillah Quraan recitation has been thoroughly taught upto Class 7.
2. Regular recitation is the only method to maintain the standard and to improve it.
3. Encourage learners to recite at home by reading virtues of the Quraan at least once a week.

WORKSHEETS FOR ALL SUBJECTS.

1. Complete Worksheets after every lesson.
2. Add more questions to cover the entire lesson.
3. Questions in the Worksheets are only sample questions as a guide.
4. Comprehension of lessons should not be limited to worksheets questions only.

LENASIA MUSLIM ASSOCIATION.

A PASSIONATE PLEA TO OUR MADRASAH TEACHERS.

الْحَمْدُ لِلَّهِ الَّذِي مَنَّ عَلَيَّ عِبَادِهِ حِينَ بَعَثَ فِيهِمْ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَ يُعَلِّمُهُمُ الْكِتَابَ
وَ الصَّلَاةَ وَ السَّلَامَ عَلَيَّ نَبِيِّهِ الَّذِي بَعَثَ مُعَلِّمًا لِلنَّاسِ وَ رَحْمَةً لِّلْعَالَمِينَ

All praises are due to Allah who granted us preference over all His creation and honoured us with knowledge. Salawaat and Peace be upon our Master and Guardian Muhammad, (S.A.W.) the Noblest of all Prophets and Messengers and upon his family and companions.

Alhumdulillah, Allah Azza wa Jalla has out of His kindness and Bounty afforded us the opportunity to serve His Deen, the Noblest of profession, i.e. imparting essential Deeni Taleem to Muslim children. Rasulullah (S.A.W.) has said:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Seeking knowledge is compulsory upon each Muslim. The knowledge in this Hadeeth refers to the essential aspects of Deen, which are obligatory and cover Iman , performing Salaah, maintaining Taharah, observing Saum, paying Zakaat, performing Hajj, behaviour and etiquette of daily routine activities such as manners of eating, relieving oneself, behaviour towards ones elders, parents, neighbours etc.

The knowledge also includes knowledge of the recitation of the Holy Qur'aan, Knowledge of History, Seerat of our Beloved Nabi Muhammad (S.A.W.) and his Khulafaa.

As mentioned in the Hadeeth of Rasulullah (SAW) the knowledge of the above is FARDH upon the Ummah. Since every individual cannot execute this responsibility it becomes the responsibility of part of the Ummah to fulfil this Fardh. Parents fulfil this obligation by entrusting their children to the Ustaadh or Ustaazah to teach their children. Allah Azza wa Jalla affords us the Asaatiza this opportunity.

The nobility of our profession is manifest in that Rasulullah (S.A.W.) is presented as a favour from Allah Ta'aala unto Mankind in the Ayah.

لَقَدْ مَنَّ اللَّهُ عَلَى الْمُؤْمِنِينَ إِذْ بَعَثَ فِيهِمْ رَسُولًا مِنْهُمْ يَتْلُو عَلَيْهِمْ آيَاتِهِ وَ يُزَكِّيهِمْ

Surely Allah bestowed his favours upon believers when he sent amongst you a Rasool from you He recites to you His verse and Teaches you the scripture and wisdom and purifies you....

Rasulullah (S.A.W.) has said. خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَ عَلَّمَهُ

The best of you is the one who learns the Qur'aan and teaches it.

Imparting basic Deeni Taleem is the foundation of a healthy Muslim Society. In the least, Deeni Taleem fortifies the beholder from the influence of Baatil (Falsehood).

The lofty position of a teacher holds great reward and virtue. This is a form of Thawaab-e-Jariyah where the reward of the action does not cease with the completion of it, but continuous for as long as the student practices it and even further if he/she teaches it to others. Our Beloved Prophet (S.A.W/s.) status is the highest because he receives a share for every good deed of the Ummaty (follower).

The reward of one Harf (letter) recited of the Holy Qur'aan earns the reciter ten rewards. For reciting Çaã thirty rewards are earned. If only one student recites the entire Qur'aan, there is reward for both the reader and his teacher. In our Madrasah, we teach young children from the tender age of six to sixteen. They still have a long life ahead of them, Insha-Allah. If we nurture one student and he/she becomes an upright person that would be sufficient for our success in the hereafter Insha-Allah.

Indeed we should realise our position and the responsibility we have assumed. In reality it is the work of the Ambiyaa. They were entrusted the responsibility to save mankind from destruction. They had to explain the Deen under adverse circumstances and conditions. They fulfilled their duties with extreme love and kindness. When people who did not understand, abused the Ambiyaa (A.S.), the Ambiyaa (A.S.), responded with tolerance and gave dua to them. The Seerah of our beloved Nabi (S.A.W.) is full of such examples. The incidents of the conquest of Makkah is a glittering example of the tolerance, kindness, forgiveness and compassion displayed by our Nabi (S.A.W.). The treatment of Wahshi (R.A.) and Hindh (R.A.) are also powerful expressions of forbearance and eagerness to achieve the objective of our Nabi's mission i.e. Hidayah for all mankind. The list goes on.

We should continuously read about the Seerah (biography) of Rasulullah (S.A.W.) Keeping our beloved Nabi (S.A.W.) as our Model, a beacon of light, a focus of direction. When we serve his noble Deen, we should adorn ourselves with his noble character.

We should regard our position as a sacred duty with "Real Concern" for imparting Deeni Taleem to the most needy members of the Ummah.

Real concern means:

1. We try our best with total dedication to achieve the objective of making pupils learn their lessons.
2. We make sufficient preparation to make our lessons fruitful.
3. We love our work and the young children entrusted to us and not regard it as a burden or just a job.
4. Accept any advice or suggestion given to us in a mature manner and not resentfully.
5. Be eager to learn from others in order to improve ones skills in imparting Deeni Taleem.

The keynote. **Real Concern and dedication.**

The nobility of our profession demands that we epitomise **sincere, just, upright, loving, caring** and **courteous** behaviour. Pupils regard their teachers as models whom they trust to be perfect, good and respectable elders. We as Ustaads and Ustazas have to maintain this respect and form a spiritual bond which will leave a lasting impression on the child's mind. The lesson taught may soon be forgotten but the values instilled will live on for a long time.

We should never become the cause of pupils disliking Madrasah. Our behaviour should encourage pupils to want to attend Madrasah. Kindness and politeness is emphasised by our noble Nabi Muhammad (S.A.W.).

The Arabic saying.

مَا دَخَلَ الرَّفِقُ فِي شَيْءٍ إِلَّا زَانَهُ وَ مَا دَخَلَ الْعَنْفُ فِي شَيْءٍ إِلَّا شَانَهُ

Politeness does not enter a situation but it beautifies it and harshness does not enter a situation but it mars.

Ill behaviour such as **scolding, shouting, accusing, insulting, belittling, disgracing, taunting, making remarks** and **proving a point** are not conducive to the objectives of imparting Deeni Taleem.

It is totally taboo to disguise ones weakness, unpreparedness, and fault by assuming an offensive approach to the situation.

Bearing a grudge, victimising our pupils is contrary to our mission. A pupil should never feel that my teacher does not like me.

Assuredly, as Ustads/Ustazahs we deserve the greatest respect but we cannot command it without addressing the circumstances correctly. We have the right to get upset but we have to control our emotions and treat the situation with tolerance.

Always keep our Nabi (S.A.W.) in mind regarding his endurance and perseverance in the Cause of Islam.

We should learn to command respect by being thorough in our work, fulfilling our responsibility and maintaining a caring nature.

If any complaint is queried do not view this with suspicion and scepticism. Do not react emotionally in defence. If the complaint is valid, address it with honour and if it is baseless, clear the matter honourably and if possible ignore it and let time prove that you were right. A firm and fair disposition goes a long way in achieving sound education.

Teaching demands selfless sacrifice which is seldom appreciated . As the Ambiyaa say “our reward is with Allah” This is the fact of the matter. The monetary remuneration that we receive is no comparison to the actual reward in the hereafter.

In conclusion we make dua.

“Oh Allah Azza wa Jalla give us strength and courage to impart Deeni Taleem and accept our Humble efforts. Ameen!

No.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1.	QURAAN	JUZ 1 TO 10	JUZ 11 TO 15	JUZ 16 TO 25	JUZ 26 TO 30
2.	HIFZ	Revision of all previous work + Surah Mulk – Ayat 1-14	Revision of all previous work + Surah Mulk Ayat 15-22	Revision of all previous work + Surah Mulk Ayat 22-30	Revision of all work.
3	ORAL DEENIYAAT	Revision of all work learnt from class 1 to class 7	Revision of all work learnt from class 1 to class 7	Revision of all work learnt from class 1 to class 7	Revision of all work learnt from class 1 to class 7
4	FIQH	Kitabut Taharah Y.M.M.A. Wudhu till Haiz. (Haiz not included)	Anjaas to end Kitaabus Salaah Intro to Iqaamah complete	Salaah to Sajdah Tilawah + for Boys Jumma and Janaiz for Girls Alhadiyatu Linnisia	Janaiz and Alhadiyyatu cont.
5	HISTORY	Muhammed the Final Messenger – Intro conversion of Jinn	Aws & Khazraj – Sariyyati of Ubaidah (RA).	Review page 137 – Victory turned to defeat pg. 189	A great less – Rumour against Lady Aayesha.
6	TAFSEER	Introduction + Surah Fatiha + S. Dhuha to – S. Teen.	Surah Alaq – Surah Humazah	Surah Feel Goodness to Parents	Goodness cont. Food & Drinks.
7	HADEETH	Hadeeth 1 Hadeeth 14	Hadeeth 15 Hadeeth 22	Hadeeth 23 Hadeeth 34	Hadeeth 35 Hadeeth 37
8	AQAAID	Lesson 1 Lesson 13	Lesson 14 Lesson 20	Lesson 21 Lesson 24 + Part Two Dajjal	Dajjal cont. Hazrat Isa (AS) A - K
9	ARABIC	Lughatul Islam Book II Lesson 6 + 7	Lesson 8 + 9	Lesson 10 + 12	Lesson 13

No.	SUBJECTS	FIRST TERM	SECOND TERM	THIRD TERM	FOURTH TERM
1.	QURAAN	JUZ 1 - 10	JUZ 11 - 18	JUZ 19 - 28	JUZ 29 - 30
2.	HIFZ	Revision of sets + Surah Waqia'ah	Revision of sets + Surah Waqia'ah	Revision of sets + Surah Waqia'ah	Revision of sets + Surah Waqia'ah.
3	ORAL DEENIYAAT	Revision of all work.	Revision of all work	Revision of all work	Revision of all work
4	FIQH	Introduction - Waleemah	Important points - Childcare 8 to 19	Respect for parents - Zihaar to end	Boys: Dead and burial Girls: Alhadiyyato Linnisa Page 23-35
5	HISTORY	Morals p.323 - Wives p.385	Preservation p.386- end + 6 th year p.241	Truce p.242 - Farewell 317	To end p.222
6	TAFSEER	Juz Two – Surah Baqarah Ayaat 142 – 177	Ayaat 178 – 202	Ayaat 203 – 229	Ayaat 229 - 232
7	HADEETH	Introduction – Hadeeth 46	Hadeeth 47 - Hadeeth 55	Hadeeth 56 - Hadeeth 65	Hadeeth 66 - Hadeeth 69
8	AQAAID	Yajooj and Majooj Na'maa A'amal	Erection of Scales - Intercession	A'araaf - Major sins.	Mockery of Islam- Hope and Fear
9	ARABIC	Lughatul Islam Book III Lesson 13 – 15	Lesson 16 – 17	Lesson 17 cont. Surah Nooh Ayaat 1-28	Surah Taha Ayaat 1-15

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1.	QURAAN	JUZ 1 TO 10	JUZ 11 TO 18	JUZ 19 TO 28	JUZ 29 + 30
2.	HIFZ	Revision of Sets	Revision of Sets	Revision of Sets	Revision of Sets
3	ORAL DEENIYAAT	Revision of all Work	Revision	Revision	Revision
4	FIQH	Inheritance: Introduction- Examples	Buyoo – Trade Introduction- Interest.	Hudood Introduction Jinayaat – Hijaab	Kitabul Aymaan & Miscellaneous
5	HISTORY	Hazrat Abu Bakr (RA) complete Hazrat Umar (RA) - early life.	Hazrat Umar (RA) cont. Khilafat – end + Hazrat Uthmaan (RA).	Hazrat Uthmaan (RA) cont. - end + Hazrat Ali (RA) camel.	Hazrat Ali (RA) cont. - end.
6	TAFSEER	Surah Baqarah Juz 3 Ayaat 253 - 272	Ayaat 273 – end Ale Imraan 1- 9	Ayaat 10 - 37	Ayaat 38 - 52
7	HADEETH	Hadeeth 70-81	Hadeeth 82-89	Hadeeth 90-97	Hadeeth 98-100
8	AIMMAH ARBA'AH	Imam Abu Hanifa (RA) Imam Malik (RA)	Imam Shafi'ee (RA) Imam Ahmed bin Hambal (RA). Intro to Taqleed.	Some conditions of Ijtihaad - Talfeeq	Talfeeq - Did you know?
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