

# Curriculum Overview



## BANDS A TO B CURRICULUM OVERVIEW

### Introduction

There are 8 modules for **each band** and between 6 and 8 lessons per module.

**Each band** will take **2** academic years to complete. Please see the detailed breakdown in Appendix 1.

Module Number	Module title	Year 1 of Band	Year 2 of Band	Total no of lessons
1	Allah and His Creation	4	4	8
2	Divine Guidance	4	4	8
3	Rasulullah (s)- Communicating the Message	4	4	8
4	The A'immah (a)- Safeguarding the Message	4	4	8
5	Upholding the Message during Ghaybah	3	3	6
6	Road-map to Self-purification	4	4	8
7	Societal Wellbeing	4	4	8
8	The Hereafter (Ma'ad)	2	2	4

## LESSON FRAMEWORK

For every *madrasah* teaching week, one lesson is taught over two periods. The following components make up the lesson:

### Teaching Guides (TG)

Designed to cover 3 learning objectives (from lower to higher order learning) in a 45-minute lesson. Each learning objective has a corresponding activity which acts as a guide of how it can be met. The connection between the activity and the learning objective must be understood by the teacher and explained correctly. This is a GUIDE, and the teachers are free to alter the activities as they see fit, as long as the learning objectives are met.

*MCE provide:*

*PDF teaching guides (soft copies – MCE website)*

*All templates/ downloads of resources mentioned in the teaching guides (on MCE website)*

### Workbooks

Each module has a corresponding workbook, with worksheet activities to support the learning objectives. This can be used as an extension activity in class or sent home for the children to work on. It should not be relied on too heavily in class as the worksheets do not engage all learner types. The activities from the teaching guides are more suitable.

*MCE provide:*

*Workbooks for each module*

### Storybooks

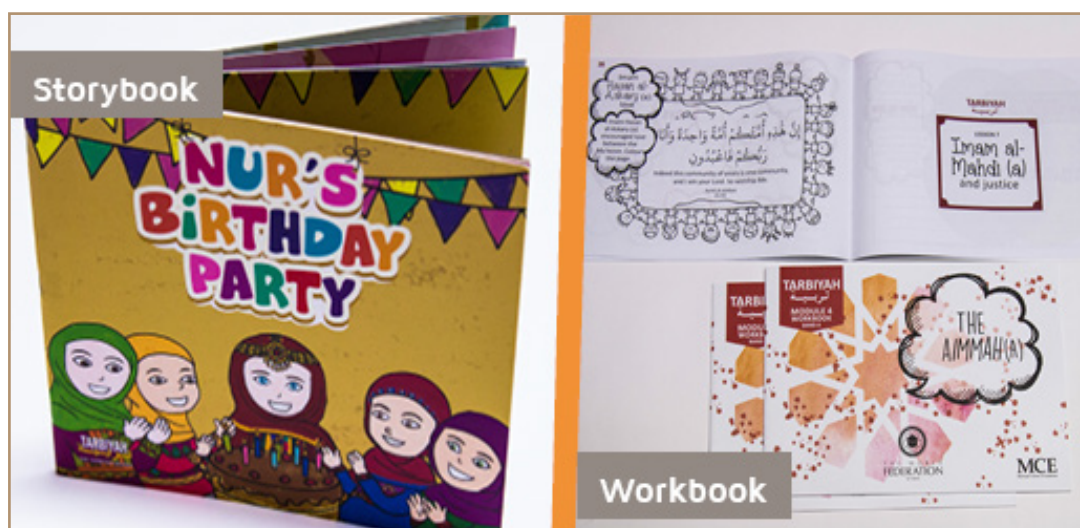
Each lesson has a corresponding storybook. The content of the storybook links up to the learning objectives of the lesson. The storybook component should be covered in the lesson following the one in which the teaching guide was taught. It should take 40 – 45 minutes. Exciting/ unusual and innovative ideas should be used to cover this portion of the lesson. (Please see appendix 2 for further information). The storybook is lent to the child to take home until the next *madrasah* lesson. The storybook has seven components, which are:

- **Story Time** - Each story is based on an *ayah* of the Qur'an
- **Wow Wonderful Whys** - General knowledge associated with the story
- **Happy Hadith** - *Hadith* from *ma'sumin* (a) related to the lesson
- **Du'a! Du'a!** - *Du'a* related to the lesson
- **Adorable Ahlul Bayt/ Perfect Personalities** - A comic strip with a lesson from their lives
- **Time for Rhyme** - A rhyme related to the lesson
- **Power Parenting** - Ideas for parents to support the application of the values learnt from the lesson

*MCE provide:*

*Storybooks for each lesson (where available)*

*Audio rhymes for each lesson (on MCE website)*



## DETAILS

### TEACHING GUIDES (TG):

- A teaching guide is a guide as to how to conduct the lesson. Teachers can amend parts to make it more suitable for their class
- Each learning objective has a corresponding activity
- The list of resources is included at the top of the teaching guide. Most are available to download and print (according to the quantity required). Some may need to be arranged by the teacher/*madrasah*
- The teaching guide has an *ayah* with its meaning at the top. This should be written up on the board at the start of the lesson to remind the teacher to recite it often and connect it to the lesson content
- It also includes Arabic vocabulary that is mentioned in the ayah/ lesson
- The teaching guide includes gentle tips that cover the attitude/ style that the teacher should adopt in certain scenarios
- An example of the front page of a teaching guide is provided below:

### STORY BOOKS:

- The story books are work in progress, and just under half of them are now complete (May 2019)
- For lessons where the story books are available, they can be covered using various different techniques (See appendix 2: story telling ideas)
- It is important to cover all six out of seven components as they enable the child to have an integrated/ well rounded understanding of the content. The final (seventh) component (Power Parenting) can be completed with the parents at home
- For lessons where the story book is not available yet, the teacher has a few options about what to do in the story time lesson:
- Use a suggested alternative title - This could be any book that corresponds to the value being taught in the lesson. Please see appendix 3 for a list of suggested alternative titles
- Band B teachers can use band A storybooks, which the children will not come across again as they move forward
- Other ideas (details on next page of this document)
- An example of the contents page of a storybook is provided below:

<b>MODULE 6A LESSON 01</b> <b>ROADMAP TO SELF PURIFICATION</b> <i>Salawat</i>	
<b>Learning objectives</b> <ol style="list-style-type: none"> <li>1. To recite the <i>Salawat</i></li> <li>2. To express what the <i>Salawat</i> means</li> <li>3. To tell why the <i>Salawat</i> is so special</li> </ol>	<p style="text-align: center;"><b>Ayah</b></p> <p style="text-align: center;">إِنَّ اللَّهَ وَمَلَائِكَتَهُ يُصَلُّونَ عَلَى النَّبِيِّ يَا أَيُّهَا الَّذِينَ آمَنُوا صَلُّوا عَلَيْهِ وَسَلِّمُوا تَسْلِيمًا</p> <p>Surely Allah and His angels bless the Prophet; O you who believe! Call for Allah's blessings on him (recite <i>Salawat</i> on him) and say salaam to him in a proper way. (Surat al-Ahzab, 33:56).</p>
<b>Start every class with:</b> <i>A'udhu billahi minash shaytanir rajim</i> <i>Bismillahir rahmanir rahim</i> <i>Allahumma salli ala muhammadin wa ali muhammad</i>	<b>Arabic vocabulary to include in the lesson:</b> <ul style="list-style-type: none"> <li>• <i>Salawat</i> - صَلَاة - blessings</li> <li>• <i>Aal Muhammad</i> - آل مُحَمَّد - family of Muhammad Rasulullah (s)</li> </ul>
<b>LO 1</b>	<b>RESOURCES REQUIRED:</b> <ul style="list-style-type: none"> <li>• Phone/tablet/laptop and speakers with 6A01 rhyme audio</li> <li>• Cut out jigsaw pieces of each of the 14 <i>Ma'sumin</i> (a)</li> <li>• Sand tray or cut up newspaper</li> <li>• A5 coloured piece of paper (one for each student) Crayons, colour pencils, markers, etc.</li> <li>• A large rope or a few smaller skipping ropes</li> <li>• A large plastic bowl</li> <li>• An umbrella or a bottle of dry glitter</li> </ul>
<b>ACTIVITY</b> 5 minutes	Play the rhyme on <i>Salawat</i> and encourage the children to recite the chorus together. Explain to the children that Rasulullah (s) was such a special person that Allah tells us in the Qur'an that He Himself sends blessings on him along with the angels.
<b>LO 2</b>	Explain that reciting the <i>Salawat</i> is just like reciting a <i>du'a</i> . We are basically asking Allah to give whatever He feels is the best to Rasulullah (s) and his family. At the end of the <i>Salawat</i> , we say ' <i>aale Muhammad</i> '. This means the family of Muhammad Rasulullah (s). This includes: Sayyidah Fatimah (a) The 12 <i>A'immah</i> (a) Another word we have already learnt for this is Ahlul Bayt (a). All these mean the same thing. <b>Activity 1: Let's find Muhammad wa aale Muhammad!</b> Have cut out jigsaw pieces of each of the 14 <i>Ma'sumin</i> (a) which link together in order starting from Rasulullah (s), Sayyidah Fatimah (a) then the Imams in order. The number of Imam should be bold and large (the name of the corresponding Imam should also be written underneath the number). Depending on the number of children in the group, divide the activity amongst them so that each child has something to do. Hide the jigsaw pieces in some sand in a tray (if not available then cut up newspaper is also fine). The first child must find the Rasulullah (s) piece and then come to another table where the jigsaw will be pieced together and place the piece there. The second child must hunt for Sayyidah Fatimah (a) and come and attach the piece correctly etc. the finished result should be a along completed jigsaw with all of the <i>Ma'sumin</i> (a), i.e. Muhammad wa aale Muhammad. Recite a loud <i>Salawat</i> on attaching each piece, explaining that we should recite <i>Salawat</i> whenever we hear any of these names. When the last piece is attached of Imam Mahdi (atf), encourage the children to stand, put their right hand on their head and bow slightly, whilst reciting <i>Salawat</i> . Explain that because our Imam is still alive, we show him this kind of respect by bowing our head down and standing up. If there are more than 14 children in the class, they can be split in 2 groups and the same activity done with the help of the TA/ parent volunteer. Now we understand the meaning Muhammad wa aale Muhammad, we want to understand what 'blessings' are which is what we are asking Allah for.
<b>ACTIVITY</b> 20 minutes	(This cell is empty in the original image)



## DETAILS

### WORK BOOKS:

- Within each work book, there are specific worksheets for each lesson
- They include activities such as filling in the blanks, colouring, word searches and matching activities

The Muslim way

Use the numbers in the code breaker below to find what the Muslim way is!

A	B	C	D	E	F			
1	2	3	4	5	6			
G	H	I	J	K	L	M	N	O
7	8	9	10	11	12	13	14	15
P	Q	R	S	T	U	V		
16	17	18	19	20	21	22		
W	X	Y	Z					
23	24	25	26					

THE MUSLIM WAY IS

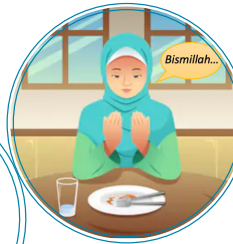
2 5 12 9 5 6                      1 14 4

7 15 15 4                      4 5 5                      19



I can follow the Muslim way by...

Match the picture with the correct action



I put my shoes neatly on the shelf when I go to the *masjid* or somebody's house

I pray *salah*

I greet others with *Salamun alaykum*

I say *Bismillah* before I start something

I help others



## OTHER IDEAS

For teachers that have extra time in a story time lesson, consider it a blessing! It can be used effectively to make a huge, positive impact on the children.

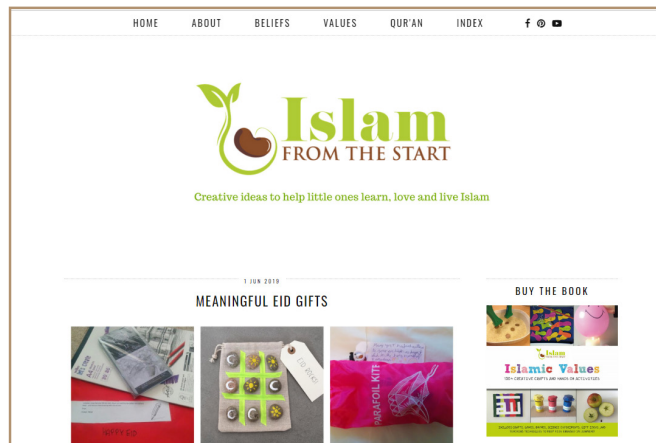
Please see some starter ideas below. These can be used or amended according to each *madrasah*'s individual needs:

- Teachers that teach a similar age group within the *madrasah* should arrange to meet prior to starting a module and brainstorm. This will ensure a lot of *barakah* in ideas. Everybody can share their unique, wonderful ideas and the burden of planning
- For example, if no story books/ alternative titles are available for a particular module, the teachers can decide to do extension activities based around a central theme:
  - » As an example, for module 5 (Upholding the Message during *ghaybah*): The 7 Habits of Husayni Kids (can be tweaked to 7 Habits of Mahdavi kids) may be used. The lessons are based on The 7 Habits of happy kids by Sean Covey.

All the lessons and activity details can be found on <https://meandmawla.com/7-habits-of-husayni-kids/>



- [www.meandmawla.com](http://www.meandmawla.com) and <http://www.islamfromthestart.com> are examples of websites that can be used by the teachers team to develop tailor made themes and activities for their own *madrasah*



- Concentrate on the different elements from previous storybooks that you may not have been able to do justice to. For example- The Adorable Ahlul Bayt/ Perfect Personalities. Derive the values from these stories and instil those in the children. Scenarios and activities can be based around the theme of these values, for example role plays
- A book that has been previously used can be used again, but the story can be told in a completely different way (See appendix 2)
- At the teachers meeting, they can brainstorm using the elements from a previous book as the base. They can think of fun/ interactive/ kinaesthetic ways for the children to learn the values/ messages from the book. For example, they could do an act/ skit, use a story board, use popsicle sticks, draw on the board etc. Other outdoor ideas can also be used. For example, for lesson 1A01, 'Allah is the Creator of the Universe', the children can go out and do some gardening or embark on a nature walk
- Focus on an *ayah*/ Du'a! Du'a! or Happy Hadith from a book and do it in a creative/ fun way. The children will memorise it easily and remember it in their daily lives
- If the Power Parenting section can be done in the *madrasah*, that can be used as an extra activity too
- The teachers can organise events such as a mini field trip, sports day, or play day based around the theme of the module, e.g. Rasulullah (s)

## APPENDIX 1

### PROPOSED TIMETABLE FOR TARBİYAH CURRICULUM

Band A		
NURSERY CLASS (AGE 4)		
Week no.	LESSON TITLE	STORY BOOK
1	1A01 - Allah is the Creator of everything	Asiyah's Dream
2	1A02 - Allah has the most beautiful names	Asiyah's shiny blue ball
3	1A03 - Allah is everywhere, knows everything and He is the Most Powerful	Asiyah & Grandpa's cozy Saturdays
4	1A04 - I begin in Allah's name	Sadiq's new dictionary
5	2A01 - <i>Adalah and Hikmah</i>	Pir can fly!
6	2A02 - <i>Nubuwwah</i> and the mercy of Allah	Manarah the Lighthouse
7	2A03 - Nabi Nuh	The thankful one
8	2A04 - Nabi Ibrahim and the <i>Ka'bah</i>	The builder of the <i>Ka'bah</i>
9	3A01 - Birth of Rasulullah (s) in <i>Aam al-fee'l</i>	Badur the Curious Bat
10	3A02 - <i>Uswatun Hasanah</i> - A beautiful example	Dino's Adventure
11	3A03 - I can be truthful and trusted like Rasulullah (s)	Dino's Playdate
12	3A04 - I can be Kind like Rasulullah (s)	Get Well Soon!
13	4A01 - The <i>A'imma</i> : An introduction	TBA
14	4A02 - Imam Ali (a) and certainty	TBA
15	4A03 - Imam Hasan (a) and forbearance	TBA
16	4A04 - Imam Husayn (a) and bravery	TBA
17	5A01 - Imam al-Mahdi (a) is my guide	TBA
18	5A02 - Imam al-Mahdi (a) is chosen by Allah	TBA
19	6A01 - <i>Salawat</i>	Come on out!
20	6A02 - Manners of eating and drinking	Bite Size
21	6A03 - Toilet manners	Toilet Matters
22	6A04 - Manners of sleeping	Monkey Bedtime
23	7A01 - I remember Allah	My glass of milk
24	7A02 - We love our parents	The owl family
25	7A03 - My siblings and me	Sweet as honey
26	7A04 - Animals in the Qur'an	A Jumper called Sami
27	8A01 - That special place for me	Where I belong
28	8A02 - <i>Usul ad-din</i>	Arnab's first outing

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### PROPOSED TIMETABLE FOR TARBİYAH CURRICULUM

Band A		
CLASS 1 (AGE 5)		
Week no.	LESSON TITLE	STORY BOOK
1	1A05 - I am a Muslim, Islam is my <i>deen</i> - <i>kalimah</i>	I believe
2	1A06 - I pray to Allah with five daily <i>salahs</i>	Football with friends
3	1A07 - <i>Adhan</i> and <i>Iqamah</i>	Who's calling?
4	1A08 - This is how I pray	A night to remember
5	2A05 - Nabi Musa's birth and childhood	Allah's promise
6	2A06 - Nabi Isa and Lady Maryam	Mummy & me
7	2A07 - Nabi Yunus	Saving the <i>mu'minin</i>
8	2A08 - My special places	The <i>masjid</i> has come!
9	3A05 - Sayyidah Fatimah (a)	Kawthar tries her best
10	3A06 - I remember Allah, I do <i>tasbeeh</i>	Sabir and Shakir
11	3A07 - Bilal al-Habashi	Yarqah the caterpillar
12	3A08 - Jabir ibn Abdallah al-Ansari	In Jabir's footsteps
13	4A05 - The <i>Ahlul Kisa</i>	TBA
14	4A06 - Imam Zayn al-Abidin (a) and mindfulness	TBA
15	4A07 - Imam Muhammad al-Baqir (a) and knowledge	TBA
16	4A08 - Imam Ja'far as-Sadiq (a) and hard work	TBA
17	5A03- My Imam and me	TBA
18	5A04 - I love my Imam	TBA
19	6A05 - The Muslim way	Who sent the casserole?
20	6A06 - Caring for my heart	Caring for me!
21	6A07 - <i>Sawm</i>	Date Adventures
22	6A08 - <i>Isra'af</i>	Carrot Mountain
23	7A05 - We love and respect our grandparents	Picnic in the park
24	7A06 - Mother	Nur's birthday party
25	7A07 - Friends & Friendship	The friendly forest
26	7A08 - I say <i>salamun alaykum</i>	Welcome to <i>Salam</i> Street
27	8A03 - Looking Forward	Timsah and the tasty tomatoes
28	8A04 - <i>Abu Fadhil</i>	Abbas the Flagbearer

## APPENDIX 1

### PROPOSED TIMETABLE FOR TARBİYAH CURRICULUM

Band B		
CLASS 2 (AGE 6)		
Week no.	LESSON TITLE	STORY BOOK
1	1B01 - Allah is One - <i>Surat al-Ikhlās</i>	Rayyan visits the countryside
2	1B02 - Allah made angels, <i>jinn</i> s and animals	Find the cookie!
3	1B03 - Nabi Adam and Lady Hawwa	All alone
4	1B04 - Iblis the proud one	Kiran visits the barn
5	2B01 - <i>Nubuwwah</i> and Miracles - Nabi Musa	It's a Miracle!
6	2B02 - Nabi Ibrahim	The cool fire
7	2B03 - The Divine books	Lost in the library
8	2B04 - Qur'an is my special book	Meet the Rashids
9	3B01 - Rasulullah (s) - The Messenger of Allah	Salman and Ammar visit the zoo
10	3B02 - The great arrival	The Great Arrival
11	3B03 - Abu Talib	Bubbles the Kitten
12	3B04 - Young years of Rasulullah (s)	Grandpa Cumulus sees a sign
13	4B01 - <i>Kawthar</i>	TBA
14	4B02 - Imam Musa al-Kadhīm (a) and will power	TBA
15	4B03 - Imam Ali ar-Ridha (a) and contentment	TBA
16	4B04 - Imam Muhammad at-Taqi (a) and generosity	TBA
17	5B01 - The birth of Imam al-Mahdi (a)	TBA
18	5B02 - Friday: A very special day	TBA
19	5B03 - Laylat al-Qadr	TBA
20	6B01 - Islamic months	A Dark Night
21	6B02 - <i>Shari'ah</i> - Importance, <i>lutf</i> and mercy	The Igloo
22	6B03 - Hajj- A journey to Allah	I am the Ka'bah
23	6B04 - Grooming and hygiene- Cleanliness is faith	The case of the talking toiletries
24	7B01 - Those who care for me	Musa goes to Zanzibar
25	7B02 - I care for others	Musa meets Hasan in Zanzibar
26	7B03 - Kindness to animals	Lala Jan's Gadha
27	7B04 - <i>Iqra</i> - The importance of learning	Kaa learns to learn
28	8B01 - <i>Yawm al-Hisab</i> and <i>tawbah</i>	Splodges and smashes
29	8B02 - <i>Jannah</i> - Families who do good together stay together	Together Forever



## APPENDIX 1

### PROPOSED TIMETABLE FOR TARBİYAH CURRICULUM

Band B		
CLASS 3 (AGE 7)		
Week no.	LESSON TITLE	STORY BOOK
1	1B05 - Du'a - I ask Allah for help	A perfect day for the beach
2	1B06 - I can do <i>wudhu</i>	Machli learns about <i>wudhu</i>
3	1B07 - <i>Adhan</i> and <i>Iqamah</i>	The Treasure Hunt
4	1B08 - Let's get ready for <i>salah</i>	A day at Prayton Park
5	2B05 - <i>Ulul azm ambiya</i>	Bear up Bridge
6	2B06 - Nabi Salih	Allah's camel
7	2B07 - <i>Ayat al kursi</i>	Danyal's Discovery
8	2B08 - <i>Ulama</i> - contribution and respect	Show and Tell
9	3B05 - Lady Khadijah	Kernel Grows
10	3B06 - <i>Mab'ath</i> - The rising	The Great Rescue
11	3B07 - Abu Lahab	Making good choices
12	3B08 - Al-Miqdad	The Internet races
13	4B05 - Imam Ali an-Naqi (a) and organisation	TBA
14	4B06 - Imam Hasan al-Askari (a) and love	TBA
15	4B07 - Imam al-Mahdi (a) and justice	TBA
16	4B08 - <i>Ziyarah of Ma'sumin</i>	TBA
17	5B04 - Imam al-Mahdi's (a) mission	TBA
18	5B05 - Praying for Imam al-Mahdi (a)	TBA
19	5B06 - What is <i>khums</i> ?	TBA
20	6B05 - <i>Niyah</i> - Habil and Kabil	The Magnificent Cottage
21	6B06 - <i>Taharah</i> and <i>najasa</i>	Dad's Mysterious Behaviour
22	6B07 - <i>Halal</i> food	Robot Troubles
23	6B08 - Salman al-Muhammadi	The Old Tree
24	7B05 - <i>Iyadah</i> - Visiting the sick	Baqir & Hisan
25	7B06 - Helping myself	The Panda who lost his name
26	7B07 - <i>lthaar</i> - Others first	I give
27	7B08 - Hospitality and gifts	The Dino who came to dinner
28	8B03 - Transfer to <i>akhirah</i> and the people of <i>Jannah</i>	The other side of the fence
29	8B04 - <i>Isaal ath-thawab</i>	TBA

## APPENDIX 2

### STORYTELLING TECHNIQUES:

#### Storytelling ideas using 'Pir can fly' (2A01) as an example:

1. Use stuffed animals/ puppets/ headgear (These can be home-made e.g. card paper headband with the character on top).
2. Act it out/ do a skit.
3. Use laminated cut-outs (see image below).



4. Apply simple face paint of the character/s.
5. Use everyday objects/ props to create a scene (e.g. blue coloured *shella* for water).
6. Make little birdies from badminton shuttlecocks (dip them in paint, draw eyes etc.).
7. Make a storyboard using cutouts (with different textures) Example- *Hadith al-kisa* story: <https://youtu.be/Bt9BwIJ-s7o>

(The teacher could give each child something related to hold e.g. a balloon. This ensures that the kinaesthetic children are engaged).

8. Make a storyboard using a whiteboard with drawings.
9. Use a storytelling apron - The teacher wears the apron which has items stuck on it using Velcro. They can be added on to the apron as the story progresses.
10. Make items out of play dough and use them to tell the story.

11. Group making/ delegating: Different groups within the class represent different elements of the story, and they play their part and interact when it is their turn.
12. Use audio clips for sound effects, such as birds, fish, etc. (The teaching assistant can help to play sounds if needed). The children can be involved too if the sound is simple for them to make themselves.
13. Make toilet roll puppets (as image below)



14. Make puppets out of wooden spoons. They can be drawn on using felt tips.
15. Use a story sack with items such as (painted stones and pebbles/ sound shaker/ feathers/ water) (see image below).



16. Use working stations to reinforce concepts and values from the story (STREAM, VAK<sup>1</sup>). If you do a stations concept after the story you can have one station where they re-tell the story. You can use simple everyday items like pompoms, popsicle sticks, pipe cleaners to do art/ engineering exercises.
17. Do a picture walk: Start by looking at the pictures in the storybook only. Don't read the words from the story. This encourages them to use their imagination and makes them part of the story as you discover it together.
18. Use body movement and voice changes to tell the story.

<sup>1</sup> STREAM- Science, Technology, Reading, Engineering, Art, Maths/ Movement

VAK- Visual, Audio, Kinaesthetic

## APPENDIX 3

Suggested alternate titles can be found by clicking on the links below:

Titles for Band A

<https://madrasahonline.org/wp-content/uploads/2025/01/Band-A-Alternative-book-titles-22.1.25.pdf>

Titles for Band B

<https://madrasahonline.org/wp-content/uploads/2025/01/Band-B-Alternative-book-titles-22.1.25.pdf>

**Disclaimer:**

Please note that the list of alternative titles provided MUST be reviewed by the *madrasah* management and teachers for the content. Many of them are written by non-Shi'a and non - Muslim authors, and hence may need to be censored whilst reading to the children. We have endeavoured to list titles that match the theme/ value of the lesson, but it is up to the teacher to review the book and make the connection clear to the children. MCE does not take any responsibility for the content of the suggested alternative titles.