RESEARCH & TEACHING GUIDE

A growing library for young Muslims

دار الحمد بچوں کی تعلیمی سیریز



The first Dar AlHamd collection brings together Faith, Manners, Five Pillars and Caring for Allah's Creation. Each book contains sixteen short lessons, with English and Urdu explanations, Arabic vocabulary, discussion questions and practical activities. The suggested audience is children aged six to ten learning with adult support.

This guide explains the topic choices, offers a flexible teaching sequence and identifies twelve possible future books. The earlier My Everyday Duas book remains a daily companion for listening, understanding and practice. Use the collection at home, in a small class or within an existing institute programme.

- 4 completed lesson books
- 64 lessons across the collection
- English and Urdu with Arabic vocabulary
- A suggested 32-week teaching sequence

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What the research contributes

تحقیق سے کیا رہنمائی ملی

Three official curriculum or publisher pages informed the breadth of this collection. They provide examples of published provision; they do not establish a single required curriculum for every child.

A local scope reference

ISRE's NSW kindergarten outline includes Muslim identity, Allah, the Quran, Prophet Muhammad, the five pillars, prophet stories and everyday Islamic phrases. It schedules revision within its term structure. These topics support including belief, worship, conduct and daily remembrance in an introductory collection. [S1]

A beginner publishing reference

Weekend Learning describes its Level 1 book for children aged five to seven who read short sentences. Its published scope combines foundations, messengers, values and manners. The description uses short explanations, colouring and classroom review, with concepts revisited in later levels. [S2]

A reference for future breadth

IQRA's official site lists published strands in Quranic studies, aqidah, fiqh and akhlaq, sirah and hadith, Islamic history and Arabic, together with teacher resources. These named strands help identify areas for future expansion. [S3]

The recommended ages, bilingual format, sixteen-lesson volumes, reading order and timing in this guide are editorial judgements for Dar AlHamd. The four-book arrangement is independent. Its purpose is a manageable starting collection that adults can adapt to learners' prior knowledge and language needs.

The four completed books

مکمل ہونے والی چار کتابیں

Each volume has a distinct focus. Keep the books connected through recurring discussion: what have we learned, what does it mean, and how could we practise it? The objectives below are suggested indicators for conversation and observation.

My First Book of Faith

Introduces the six beliefs, Allah's oneness, revelation, messengers, the Last Day, decree, dua and everyday kindness. Learners can name the six beliefs, explain a simple belief in their own words and ask a thoughtful question. Teach decree alongside effort and responsibility, and the Last Day through justice and hope.

My Beautiful Islamic Manners

Connects intentions, speech, truth, promises, family, neighbours, learning and friendship with practical choices. Learners can recognise a considerate action, suggest a repair after a mistake and practise respectful language. Scenarios are imagined teaching examples. Respect and forgiveness leave room for a child to seek protection and help.

My First Book of the Five Pillars

Introduces shahadah, salah, zakah, Ramadan and Hajj, with related lessons on wudu, the mosque, sadaqah, Eid and qiblah. Learners can name the pillars and describe their basic purpose. Use it as an introduction; detailed worship practice needs guided demonstration and clear treatment of conditions and valid differences.

Caring for Allah's Creation

Explores water, food, plants, animals, shared spaces and avoiding waste. Learners can notice a need, suggest a safe caring action and explain what they observed. Activities translate sourced principles into everyday practice. Keep observations honest, protect animals' space and involve an adult in outdoor tasks.

Next books: 01–06

آئندہ کی ممکنہ کتابیں ایک تا چھ

These titles are proposals, not completed manuscripts. Their age bands are suggested starting points; reading experience and adult support should guide placement.

01 • SUGGESTED AGES 7–10

Wudu and Salah

Guided preparation, washing steps, prayer movements, key words and gentle practice records.

Purpose: Move from recognising worship to supported participation.

Editorial focus: State the institute's fiqh approach and distinguish essential actions from valid procedural alternatives.

02 • SUGGESTED AGES 6–10

Ramadan and Eid

The month's meaning, family routines, charity, iftar, gratitude and celebrating Eid.

Purpose: Give young children meaningful ways to take part.

Editorial focus: Explain conditions and exemptions carefully; avoid pressuring young children to fast.

03 • SUGGESTED AGES 7–10

Short Surahs I Understand

Selected short surahs with checked Arabic, clear meanings, listening and discussion.

Purpose: Connect recitation with understanding and reflection.

Editorial focus: Verify every letter and translation; label reflection separately from sourced tafsir.

04 • SUGGESTED AGES 6–10

Quran Stories

Carefully selected Quran narratives, simple event order, vocabulary and thoughtful questions.

Purpose: Build familiarity with the Quran's people and lessons.

Editorial focus: Separate Quran, authenticated hadith and historical commentary; omit invented dialogue and prophet portraits.

05 • SUGGESTED AGES 7–10

Prophet Muhammad and His Life

A gentle seerah sequence covering family, revelation, community and examples of character.

Purpose: Connect love for the Prophet with reliable knowledge.

Editorial focus: Check chronology and reports; identify uncertainty and avoid invented scenes presented as history.

06 • SUGGESTED AGES 7–10

Beautiful Names of Allah

Selected names, vocalized Arabic, sourced meanings and age-appropriate reflection.

Purpose: Develop careful language about Allah's attributes.

Editorial focus: Source each name and meaning; add no unsupported rewards, repetition counts or depictions.

Next books: 07–12

آئندہ کی ممکنہ کتابیں سات تا بارہ

These proposed extensions add language practice, reflective journals and everyday applications. Choose the next topic after observing what the first collection's learners need.

07 • SUGGESTED AGES 5–9

Arabic Word Garden

Useful words from home, nature, meals and learning, with pictures and simple games.

Purpose: Grow vocabulary through familiar objects and actions.

Editorial focus: Check spelling, vowels, gender and number; distinguish vocabulary from complete Quran quotations.

08 • SUGGESTED AGES 7–11

My Quran Learning Journal

Passage records, listening goals, meaning notes, questions and teacher feedback.

Purpose: Give learners a place to notice progress and revisit questions.

Editorial focus: Keep quoted text verified; identify personal reflections and retain source details.

09 • SUGGESTED AGES 6–10

Good Deeds and Gratitude Journal

Small acts of care, noticing blessings, making amends and weekly reflection.

Purpose: Encourage thoughtful practice without demanding perfection.

Editorial focus: Classroom marks are not divine reward counts; avoid ranking children's faith or sincerity.

10 • SUGGESTED AGES 7–11

Muslims Around the World

Maps, families, languages, mosques and varied cultural ways of celebrating and welcoming.

Purpose: Explore shared faith alongside cultural variety.

Editorial focus: Check geographical facts and distinguish local custom from religious requirements; avoid stereotypes.

11 • SUGGESTED AGES 8–12

Honesty Money and Sharing

Fair exchanges, borrowed belongings, simple pretend budgets, generosity and thoughtful spending.

Purpose: Practise responsibility with everyday resources.

Editorial focus: Distinguish zakah, sadaqah, gifts and loans; check calculations and source religious rulings.

12 • SUGGESTED AGES 8–12

Kind and Safe Online

Helpful messages, privacy, permission, checking claims and asking trusted adults for support.

Purpose: Apply considerate conduct to digital situations.

Editorial focus: Use current official safety guidance; separate practical advice from Quran and hadith quotations.

A 32-week teaching plan

بتیس ہفتوں کی لچک دار ترتیب

The suggested plan covers all sixty-four lessons through two lesson pages each week. It assumes one adult-supported thirty-five-minute session and brief practice between sessions. Slow the pace when discussion or practical skills need more time; the plan is a teaching option, not a required timetable.

Four blocks of eight weeks

WEEKS	BOOK	LEARNING FOCUS
1–8	**Faith**	Beliefs, questions, meaning and trust with effort.
9–16	**Manners**	Speech, relationships, responsibility and repairing mistakes.
17–24	**Five Pillars**	Recognition, purpose and supported introduction to worship.
25–32	**Caring for Allah's Creation**	Observation and safe practical care.

Within each eight-week block: week 1 covers lessons 1–2; week 2, 3–4; week 3, 5–6; week 4, 7–8; week 5, 9–10; week 6, 11–12; week 7, 13–14; and week 8, 15–16. Include the book's review questions during the final discussion.

One 35-minute session

0–4 min	Welcome, recall one previous idea and identify today's focus.
4–12 min	Read the first page; explain its word and discuss its question.
12–20 min	Read the second page and connect the two ideas.
20–28 min	Complete one shared activity, demonstration, drawing or role-play.
28–32 min	Ask learners to explain or demonstrate one thing they understand.
32–35 min	Choose home practice and revisit a suitable dua from the companion book.

A one-page weekly pace takes sixty-four teaching weeks. Seasonal lessons may move near Ramadan or Eid. Record any changed order so every topic is eventually covered. Allow a quieter response, drawing or individual conversation when group performance is uncomfortable.

Teach with care and curiosity

بچوں کی ضرورت کے مطابق تدریس

Language and reading

Read aloud when needed. Begin in the language the child understands best, then connect the English and Urdu meanings. Arabic vocabulary adds a small language goal; it does not require independent Arabic reading. Invite oral answers, pictures, pointing or short writing according to readiness.

Different starting points

For a beginner, choose one central idea and model the activity. For a more confident learner, ask for a reason, a new example or a comparison with an earlier lesson. Extend thinking before increasing page load. Adapt materials and movements for access, ability and family circumstances.

Observe learning gently

Keep a simple record: recognises the idea, explains with help, or applies independently. Ask what remains unclear and revisit it. Use drawings and practical demonstrations alongside recall. Progress notes describe learning and support needs; they should never rate a child's faith or compare sincerity.

Keep sources and examples clear

Check the printed reference when a religious question needs detail. Read full context with a knowledgeable teacher. Identify imagined scenarios as examples. Present Arabic vocabulary as vocabulary. For worship procedures, explain the institute's chosen approach and handle valid differences respectfully.

Connect home and class

Send one manageable practice invitation, such as greeting kindly or noticing water use. Ask families what was useful and what was difficult. Respectful behaviour, forgiveness and trust must leave room for children to report harm. Outdoor activities need adult supervision and care for living things.

Before reprinting, proofread Arabic and Urdu in the final layout, test activities with the intended age group, and record any corrections. Keep one dated master copy so later editions carry verified improvements consistently.

Reading order and research sources

مطالعے کی ترتیب اور تحقیقی حوالے

Suggested reading order: Faith, Manners, Five Pillars, then Caring for Allah's Creation. Keep My Everyday Duas available throughout for daily listening and practice. Revisit earlier books as vocabulary and understanding grow. The twelve future titles are options for later development; select them through teacher observation and family feedback.

The external pages below informed topic selection and comparison. Dar AlHamd's books and suggested teaching plan are independently written. Religious references for individual lessons are printed in the books. Review external pages again when planning a later edition, because their contents may change.

S1 • ISRE — Scope Kindy

NSW beginner topic coverage, term organisation and revision.

https://www.isre.org.au/scope-kindy/

Accessed 24 October 2026

S2 • Weekend Learning — Islamic Studies Level 1

Publisher-described beginner scope, age range and lesson format.

https://weekendlearning.com/products/islamic-studies-level-1

Accessed 24 October 2026

S3 • IQRA — Islamic Curriculum

Published subject strands and teacher-resource categories.

https://www.iqra.org/pages/islamic-curriculum

Accessed 24 October 2026

Use this guide as a working teaching plan: note the children's questions, preserve source accuracy, and choose the next lesson in response to what they are ready to understand and practise.