



# KINGS INTERNATIONAL ACADEMY

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## PP 1 PROGRESS REPORT

### STUDENT DETAILS



**NAME: KYLE MAITHYA**

**GRADE: PP 1**

**TERM: THREE**

**YEAR: 2021**

### MATHEMATICS ACTIVITIES

STRAND	SUB-STRAND	EXPECTED OUTCOME / INDICATORS	A	B	C	D	REMARKS
MEASUREMENT	Sides of objects	a) Identifying different types of objects in the environment.	√				Able to identify.
		b) Differentiate sides of objects.		√			Able to differentiate.
		c) Play with objects with different sides.		√			Able to play.
MEASUREMENT	Mass (heavy and light)	a) Lift different types of objects in the environment.	√				Able to.
		b) Compare heavy and light objects in the environment.	√				Able to.
		c) Appreciate objects of different mass in their environment.	√				Able to appreciate.
MEASUREMENT	Capacity(how much a container can hold)	a) Fill and empty different container with water, sand or seeds.	√				Able to fill.
		b) Compare sizes of containers using water, sand or seeds.	√				Able to compare.
MEASUREMENT	Time (daily routines)	a) Identify at least 3 daily routine activities they do before going to school.	√				Able to identify.

		b) Identify vocabulary related to time (today,yesterday,tomorrow)	√			Able to identify.
		c) Demonstrate ability to manage their time well when doing activities.		√		Still learning.
		d) Appreciate what every person does on a daily basis.	√			Able to appreciate.
MEASUREMENT	Money(Kenyan currency coins and notes)	a) Identify Kenyan coins and notes	√			Able to identify.
		b) Buy items using Kenyan coins.		√		Still learning.
		c) Save money (coins and notes)		√		Still learning.
		d) Make a simple budget basing on (coins and notes)		√		Still learning.
		e) Appreciate the use of Kenyan currency (coins and notes) in their daily life.	√			Able to appreciate.
MEASUREMENTS	Area (surface of an object).	a) Observe different types of objects in the environment.	√			Able to observe
		b) Identify surfaces of different objects in the environment.	√			Able to identify.
		c) Cover the area of different surfaces of objects using smaller objects.	√			Able to cover.
		d) Appreciate different surfaces in the different environment.	√			Able to appreciate.

## LANGUAGE ACTIVITIES

STRAND	SUB - STRAND	EXPECTED OUTCOMES/ INDICATORS	A	B	C	D	REMARKS
3.0 READING	3.2 Reading readiness skills(2 HRS)	a) Demonstrate left-right eye orientation when reading.	√				Able to read from left to right.
		b) Demonstrate top-down orientation skills when reading.	√				Able to demonstrate.
		c) Turn pages from left to right when opening a page.	√				Able to turn.
		d) Enjoy participating in pre-reading activities in and out of school.	√				Takes pleasure in reading
3.0 READING	3.3 Print awareness	a) Talk about pictures in and out of school.	√				Able to identify pictures.
		b) Demonstrate awareness of print in and out of school.	√				Able to print.
		c) Show interest in readiness in and out of school.	√				Reads very well.

		d) Enjoy reading pictures in and out of school.	√			Able to read.
3.0 READING	3.4 Visual discrimination	a) Talk about similarities in objects and pictures in class.	√			Able to relate.
		b) Talk about differences in objects and pictures in class.	√			Able to differentiate.
		c) Enjoy participating in visual discrimination activities in and out of class.	√			Enjoys the exercise.
3.0 READING	3.5 Visual memory	a) Recall objects, colors and pictures in class.	√			Able to tell.
		b) Recall letters of the alphabets in books and charts.	√			Able to tell.
		c) Talk about what they have seen in class.	√			Able to tell.
		d) Enjoy participating in visual memory activities in and out of class.	√			Able to participate.
3.0 READING	3.6 Reading posture	a) Demonstrate appropriate reading posture when reading in and out of class	√			Able to stand/ sit appropriately when reading.
		b) Identify correct reading postures in pictures or in class.	√			Able to.
		c) Identify incorrect reading postures in pictures or in class.	√			Able to imitate.
		d) Enjoy participating in reading posture activities in class.		√		Enjoys the activity.
3.0 READING	3.7 Letter recognition	a) Recognize letters of the alphabet in upper case in and out of class.	√			Able to identify.
		b) Recognize letters of the alphabet in lower case in and out of class.	√			Able to identify some.
		c) Match upper case letters with corresponding lower case letters in class.	√			Able to match.
		d) Enjoy participating in letter recognition activities in and out of class.	√			Enjoys the activity.
4.0 WRITING	4.1 Book handling skills	a) Demonstrate how to handle books properly.	√			Able to.
		b) Enjoy participating in book handling activities.	√			Enjoys the activities.
		c) Participate in storing books properly in and out of school.	√			Able to but still learning.
4.0 WRITING	4.2 Writing readiness skills	a) Demonstrate the ability to hold a writing tool properly in and out of class.	√			Able to hold a pencil.

		b) Scribble from left to right and top to bottom on a page.	√			Able to.
		c) Turn pages from right to left as they scribble.	√			Able to.
		d) Take pleasure in pre-writing activities in and out of school.	√			Enjoys the activities.
4.0 WRITING	4.3 Writing posture	a) Sit appropriately when scribbling, drawing or writing in class	√			Able to.
		b) Enjoy participating in activities for writing posture in and out of class.	√			Enjoys the activities.
4.0 WRITING	4.4 Eye-hand coordination skills	a) Demonstrate eye-hand coordination when writing.	√			Able to copy very well from the board.
		b) Take pleasure in participating in eye-hand coordination activities in class.	√			Takes pleasure.
WRITING	Pattern writing	a) Write simple line patterns in class	√			Able to write.
		b) Hold writing tools appropriately when writing pattern.	√			Able to hold.
		c) Enjoy participating in pattern writing activities in class.	√			Enjoys the activity.
WRITING	Letter formation	a) Demonstrate ability to form letters correctly in and out of class.	√			Able to form letters
		b) Experience pleasure participating in letter formation activities in and out of class.	√			Able to form letters without any pleasure.
WRITING	Writing practice	a) Write letters of the alphabet correctly in class.	√			Able to write letters.
		b) Take pleasure in using basic tools for writing in class.	√			Able to use writing tools without any pleasure.
		c) Enjoy participating in writing practice activities in class.	√			Enjoys the activity.

## **ENVIRONMENTAL ACTIVITIES**

STRAND	SUB-STRAND	EXPECTED OUTCOMES	A	B	C	D	REMARKS
2.0 HEALTH PRACTICES	2.5 Foods/Feeding	a) Talk about different food eaten at home.		√			Able to name.
		b) Talk about the importance of eating clean food.		√			Able to tell importance of clean food but still learning more.
		c) Tell the importance of eating food		√			Able to tell but still learning.
		d) Talk about the dangers of sharing food from someone else's.	√				Able to, still learning.

		e) Feed self-using clean hands or feeding items appropriately.	√			Able to clean hands before eating or use a spoon for feeding.
		f) Observe proper feeding habits.		√		Feeds well.
		g) Maintaining a clean feeding area.		√		Able to maintain.
		h) Appreciate different foods eaten at home.		√		Able to appreciate.
3.0 NATURAL ENVIRONMENT	3.1 Plants	a) Identify the types of plants found in the home and school environment.		√		Able to.
		b) Talk about safe and harmful plants found in the home environment.		√		Able to.
		c) Talk about safe and harmful plants found in the school environment.		√		Able to .
NATURAL ENVIRONMENT	Animals	a)Identify animals found at school environment		√		Able to identify.
		b) Identify animals found at home environment.	√			Able to identify.
		c) Talk about animals found at school and home environment.	√			Able to.
		d) Identify dangerous and safe animals found at school and home environment.	√			Able to identify.
		e) Appreciate the animals found at home and school environment.	√			Able to appreciate.
NATURAL ENVIRONMENT	Weather	a)Observe weather condition in the immediate environment.	√			Able to observe.
		b) Identify different weather condition in the immediate environment.	√			Able to identify.
		c) Respond to weather condition appropriately in the immediate environment.		√		Able to respond.
		d) Appreciate different weather conditions in the immediate environment.		√		Able to appreciate.
NATURAL ENVIRONMENT	Water	a) Identify sources of water at home and school.	√			Able to identify.
		b) Talk about uses of water at home and in school.	√			Able to.
		c) Conserve water at school and home.			√	Still learning.

NATURAL ENVIRONMENT	Sound	a) Identify different sounds within their immediate environment.	√				Able to identify.
		b) Talk about different sound in their immediate environment.		√			Able to.
		c) Imitate sounds in their immediate environment.	√				Able to imitate.
		d) Appreciate the different sounds in the environment.		√			Able to appreciate.
NATURAL ENVIRONMENT	Smell	a) Identify the source of smell in the immediate environment.		√			Able to identify.
		b) Differentiate good and bad smell in the immediate environment.	√				Able to differentiate.
		c) Talk about good and bad smell in their immediate environment.		√			Able to tell.
		d) Appreciate good smell in their immediate environment.	√				Able to appreciate.
NATURAL ENVIRONMENT	Light	a) Talk about sources of light in the immediate environment.		√			Able to talk.
		b) Talk about uses of light in the environment.			√		Still learning.
		c) Differentiate day and night.	√				Able to differentiate.
		d) Appreciate the importance of light in their daily activities.	√				Able to appreciate.
ENVIRONMENTAL CARE AND SAFETY	Care	a)Talk about the materials and items used to clean their classroom and immediate environment.		√			Able to tell.
		b) Clean their home compound.		√			Still learning.
		c) Appreciate the need to maintain a clean environment.					
ENVIRONMENTAL CARE AND SAFETY	Safety	a) Identify safe and dangerous places, objects and activities in the immediate environment.		√			Able to identify.
		b) Able to identify strangers and tell what to do when dealing with strangers.			√		Still learning.
		c) Handle different materials in the immediate environment appropriately			√		Able to handle.
		d) Use different materials and facilities appropriately in the immediate environment.		√			Able to
		e) Appreciate the need for safety in the immediate environment.		√			Able to appreciate.
		e) Appreciate the need for safety in the immediate environment.		√			Able to appreciate.

## **CHRISTIAN RELIGIOUS EDUCATION**

THEME	SUB - THEME	EXPECTED OUTCOMES / INDICATORS	A	B	C	D	REMARKS
CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS	Christian rituals	Name some Christian rituals performed in church to promote his/her spiritual growth.		√			Able to sing.
		Role plays the giving of offerings as a ritual in church.		√			Able to respect.
		Demonstrate Christian rituals associated with prayer to improve his/her prayer life			√		Able to appreciate.
		Appreciate taking part in Christian rituals for example			√		Can tell a bit of the story.
CHRISTIAN VALUES	Love of God and neighbor ( The greatest commandment )	Identify ways of showing love to God as the first commandment for their spiritual growth		√			Can name.
		Sing songs in praise of God and their neighbor	√				Able to sing.
		Recite memory verses about Gods love	√				Able to recite.
		Appreciate the importance of showing love for God and his/her neighbor as one of the greatest commandments of God			√		Able to appreciate.
PLACES OF WORSHIP	Church as a place of worship	Differentiate a church from other buildings.		√			Able to color.
		Identify the church as a place of worship for Christians.			√		Able to appreciate.
		Demonstrate the activities that take place in the church.			√		Able to identify.
		Appreciate the church as a place of worship.			√		Still learning.
		Respect other places of worship.			√		Can sing some songs.

## **PSYCHOMOTOR AND CREATIVE ACTIVITIES**

STRAND	SUB-STRAND	EXPECTED OUTCOMES	A	B	C	D	REMARKS
4.0 MODELLING	4.1Modelling using ball technic	a) Identify materials for modelling objects for familiarization.			√		Able to identify.

	2 lessons					
		b) Model simple objects using ball technic for fine motor development.		√		Able to model.
		c) Model freely for fun.		√		Takes pleasure free modeling.
		d) Display finished objects for appreciating own and others work.			√	Able to appreciate the finished work.
4.0 MODELLING	4.2 Modelling using slab technic	a) Model simple objects using slab technic for fine motor development.		√		Able to model.
		b) Model freely for fun.		√		Takes interest in modeling.
		c) Display finished objects for appreciation of own and others work.			√	Appreciates the work displayed.
5.0 PAPER CRAFT	5.1 Weaving	a) Identify materials for weaving for familiarization.		√		Able to identify.
		b) Weave using papers for fun.		√		Able to weave.
		c) Appreciate own and others work.			√	Able to appreciate teachers work.
5.0 PAPER CRAFT	5.2 Paper folding	a) Identify materials for paper folding,			√	Able to identify.
		b) Make items using folding technics for enjoyment.		√		Able to make.
		c) Appreciate paper folding for fun			√	Able to appreciate teachers work.
7.0 CONSTRUCTION	7.1 3D forms	a) Identify materials for construction.			√	Still learning.
		b) Construct simple 3D objects for creativity.		√		Able to construct.
		c) Handling materials for interaction.			√	Able to handle.
		d) Display for appreciation.			√	Able to appreciate.
8.0 ORNAMENTS	8.1 Beading	a) Identify materials used for beading	√			Able to bead.
		b) Make beads using locally available materials for aesthetics.			√	Still learning.
		c) Appreciate own and others finished beading work.			√	Able to appreciate.



## **COMPETENCIES EVALUATION**

<b>COMPETENCE</b>	<b>Expected outcome(s)</b>	<b>Key indicators</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Remarks</b>	<b>Recommendations</b>
Communication & Collaboration	Interpret and express themselves through various media	Expressive Clear Emphatic Responsible Thoughtful Team player patient			√		Able to express himself, responsible and a team player.	Should be encouraged to take turns.
Creativity & Imagination	Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas.	Dynamic Creative. Appreciative Imaginative Experiential Connectors			√		Is creative, imaginative, and appreciative.	Needs more support in generating new ideas.
Critical thinking & Problem Solving	Analyze and evaluate evidence, arguments and ideas through reasoning.	Inquisitive Reflective Analytical Curious Problem solver			√		Is curious and reflective.	Needs to be taken through challenges and left to analyze and solve alone.
Citizenship	Contribute to quality and sustainability of their community, environment and society.	Analytical Empathetic Global Stewardship Responsible Decision makers			√		Shows empathy, stewardship and responsibility.	Encourage the child to explore the environment and analyze the things around him and make decisions on them.
Learning to Learn	Gain knowledge and skills, understanding through experience, study and interactions with others	Reflective Skillful Resourceful Motivated Interactive Experiential			√		Able to interact with others and gains knowledge and skills.	Should be exposed to more picture reading for resourcefulness.
Digital Literacy	Use and apply technology in learning.	Innovative Creative Communicative Problem solver Analytical			√		Able to communicate and innovate ideas in technology.	Needs more familiarization in technology for analytical thinking and problem solving.
Self-Efficacy	Become self-aware and self – directed, set and pursue goals.	Self-aware Self-directed Financial literacy Goal oriented Self-reliant Healthy Committed		√			Able to understand self and surrounding environment better.	Needs more financial exposure on currencies.

## **Social behavioral report**

<b><u>Value / skill</u></b>	<b><u>comment</u></b>
Consideration for others	<b>S</b>
Respect for school property	<b>S</b>
Organization	<b>S</b>
Accepts responsibility	<b>S</b>
Works independently	<b>S</b>
Works well with others	<b>S</b>
Completes assignments at school	<b>S</b>
Completes assigned homework and projects	<b>S</b>
Participates in community service learning	<b>IN</b>
Uses time wisely	<b>IN</b>

### **Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUM**



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**COMPETENCE – BASED CURRICULUM**

### **STUDENT'S EVALUATION REPORT FORM**

FACILITATOR'S NAME: MS ALICE MWANGI

STUDENT'S NAME: KYLE MAITHYA

TERM:3

GRADE: PP1

YEAR: 2021

ACTIVITIES	MID-TERM	END TERM	REMARKS	TRS. INITIALS
Language Activities/Reading	98	91	V. Good	A.W.M
Mathematical activities	98	92	V. Good	A.W.M
Environmental activities	100	88	V. Good	A.W.M
Christian Religious education	100	98	V. Good	A.W.M
Creative Art and Psychomotor Activities	92	92	V. Good	A.W.M
TOTAL OUTCOME	488	467		
OUT OFF	500	500		

Facilitator's general remarks: Good work Kyle. Keep it up. PROMOTED TO PP2

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Learner's general ability: Meets expectation.

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Present:43      Absent: 2      Closing date: 16<sup>th</sup> July 2021      Opening date: 26<sup>th</sup> July 2021

Facilitator's sig:      Principal's sig & school stamp:      Parent's sig

MS ALICE

M.W.W