



KINGS INTERNATIONAL ACADEMY

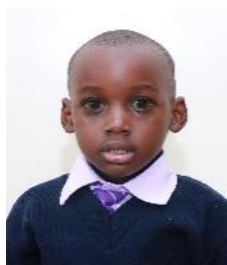
P.O BOX 45383 – 00100, NAIROBI.

Phone: +254-0716 119 645

Email: kingsinternational264@gmail.com

PP 1 PROGRESS REPORT

STUDENT DETAILS



NAME: EDMUND OPON

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. |

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 2 lessons | a) Identify materials for modelling objects for familiarization. | | | √ | | Able to identify. |

| | | | | | | | |
|------------------|----------------------------------|--|---|---|---|--|---------------------------------------|
| | | 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

| COMPETENCE | Expected outcome(s) | Key indicators | A | B | C | D | Remarks | Recommendations |
|-------------------------------------|--|--|----------|----------|----------|----------|--|--|
| 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

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

Key

S – Satisfactory

IN – Improvement needed.

EXTRA – CURRICULUM



KINGS INTERNATIONAL ACADEMY

P.O BOX 45383 – 00100, NAIROBI

Phone: +254-0716 119 645

Email: kingsinternational264@gmail.com

COMPETENCE – BASED CURRICULUM

STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: MS ALICE MWANGI

STUDENT'S NAME: EDMUND OPON

TERM: 3

GRADE: PP1

YEAR: 2021

| ACTIVITIES | MID-TERM | END TERM | REMARKS | TRS. INITIALS |
|---|----------|----------|---------|---------------|
| Language Activities/Reading | 96 | 95 | V. Good | A.W.M |
| Mathematical activities | 98 | 88 | V. Good | A.W.M |
| Environmental activities | 92 | 94 | V. Good | A.W.M |
| Christian Religious education | 100 | 92 | V. Good | A.W.M |
| Creative Art and Psychomotor Activities | 72 | 88 | V. Good | A.W.M |
| TOTAL OUTCOME | 458 | 457 | | |
| OUT OFF | 500 | 500 | | |

Facilitator's general remarks: Doing well. Keep it up EDMUND. PROMOTED TO PP2

Learner's general ability: Meets expectation.

Present: 44 Absent: 1 Closing date: 16th July 2021 Opening date: 26th July 2021

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

MS. ALICE

M.W.W