



KINGS INTERNATIONAL ACADEMY

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PP 1 PROGRESS REPORT

STUDENT DETAILS

NAME: ALICIA WAKESHO MAGEMA

GRADE: PP 1



TERM: THREE

YEAR: 2021

MATHEMATICS ACTIVITIES

| STRAND | SUB-STRAND | EXPECTED OUTCOME / INDICATORS | A | B | C | D | REMARKS |
|------------------|--|--|---|---|---|---|-------------------------|
| 3.0 MEASUREMENTS | 3.1 Sides of objects 10 Lessons | a) Identify different sides 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 manipulate. |
| | | d) Enjoy measuring sides of objects using arbitrary units such as hands, feet etc. | | | ✓ | | Still learning. |
| 3.0 MEASUREMENTS | 3.2 Mass (heavy and light) 10 lessons | a) Lift different objects in their environment. | | ✓ | | | Able to lift. |
| | | b) Compare heavy and light objects in the environment. | | ✓ | | | Able to compare. |
| | | c) Appreciate objects of different mass in their environment. | | ✓ | | | Able to appreciate. |
| 3.0 MEASUREMENTS | 3.3 Capacity (How much a | a) Fill and empty different containers with water, seeds and sand. | | ✓ | | | Able to fill and empty. |

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|------------------|---|---|--|---|---|---|
| | container can hold) 10 lessons | | | | | |
| | | b) Compare sizes of containers using water, sand or seeds. | | | √ | Able to compare. |
| 3.0 MEASUREMENTS | 3.4 Time (daily routines) 10 lessons | 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) | | | √ | Still learning. |
| | | c) Demonstrate ability to manage their time well when doing activities. | | √ | | Able to manage time. |
| | | d)Appreciate what every person does on a daily basis. | | | √ | Able to appreciate. |
| 3.0 MEASUREMENTS | 3.5 Money (Kenyan Currency) Coins and notes 10 lessons | a)Identify Kenyan currency coins and notes. | | | √ | Able to identify some and still learning. |
| | | b) Buy items using Kenyan coins | | | √ | Needs more practice. |
| | | c) Save money (coins and notes). | | | √ | Needs to be practiced at home with the help of the parents. |
| | | d) Make a simple budget basing on (coins and notes). | | | √ | Needs more practice. |
| | | e) Appreciate the use of Kenyan currency(coins and notes) in their daily life. | | | √ | Needs to observe more patterns. |
| 3.0 MEASUREMENTS | 3.6 Area (Surface of objects) 10 lessons | a)Observe different surfaces of different 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 | | | √ | Still learning. |
| | | d) Appreciate different surfaces in the 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 (1 HR) | a)Talk about pictures in and out of school. | | √ | | | Able to identify pictures. |
| | 1.2 Listening for enjoyment (4 Lessons) | 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 (2HRS) | 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 (5 HRS) | 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 (2HRS) | 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. |

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| | | d) Enjoy participating in reading posture activities in class. | | | √ | Enjoys the activity. |
| 3.0 READING | 3.7 Letter recognition(3 HRS) | a) Recognize letters of the alphabet in upper case in and out of class. | | | √ | Identifies some. |
| | | b) Recognize letters of the alphabet in lower case in and out of class. | | | √ | Able to identify some. |
| | | c) March upper case letters with corresponding lower case letters in class. | | | √ | Able to but still learning. |
| | | d) Enjoy participating in letter recognition activities in and out of class. | | √ | | Enjoys the activity. |
| 4.0 WRITING | 4.1 Book handling skills (11/2 HRS) | 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(2HRS) | a) Demonstrate the ability to hold a writing tool properly in and out of class. | | | √ | Able to hold a pencil properly. |
| | | 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(1 HR) | 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 (2 HRS) | a) Demonstrate eye-hand coordination when writing. | | | √ | Able to but still learning. |
| | | b) Take pleasure in participating in eye-hand coordination activities in class. | | | √ | Enjoys copying from the board. |

ENVIRONMENTAL ACTIVITIES

| STRAND | SUB-STRAND | EXPECTED OUTCOMES | A | B | C | D | REMARKS |
|-------------------------|--|--|----------|----------|----------|----------|--|
| 2.0 HEALTH PRACTICES | 2.3 Care for teeth 5 lessons | a) Name items used to clean their teeth. | | √ | | | Able to tell. |
| | | b) Talk about items used to clean their teeth. | | √ | | | Able to tell. |
| | | c) Clean teeth appropriately for personal hygiene. | | √ | | | Able to. |
| | | d) Tell appropriate times for cleaning the teeth. | | | √ | | Able to but still learning. |
| 2.0 HEALTH PRACTICES | 2.4 Sanitation/Toileting 10 lessons | a) Identify toilet facilities in the school. | | | √ | | Able to name some. |
| | | b) Talk about the importance of toilet facilities for personal hygiene. | | | √ | | Able to tell but still learning. |
| | | c) Express the urge for toileting. | | | √ | | Able to express. |
| | | d) Use toilet facilities properly for personal hygiene | | | √ | | Able to use the toilet properly. |
| | | e) Appreciate the need to use clean toilet for personal hygiene. | | √ | | | Appreciates when the toilet is clean. |
| 2.0 HEALTH PRACTICES | 2.5 Foods/Feeding 10 lessons | 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 10 lessons | a)Identify the types of plants found in the home and school environment. | | | | √ | Still learning. |
| | | b) Talk about safe and harmful plants found in the home environment. | | | | √ | Still learning. |
| | | c) Talk about safe and harmful plants found in the school environment. | | | | √ | Still learning. |

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| | | d) Appreciate the important plants found in the home and school environment. | | | | √ | Still learning. |
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CHRISTIAN RELIGIOUS EDUCATION

| THEME | SUB - THEME | EXPECTED OUTCOMES / INDICATORS | A | B | C | B | REMARKS |
|---|--|---|----------|----------|----------|----------|------------------------------|
| 2.0 HOLY BIBLE | 2.1 The Bible | a) Name the Bible as a holy book used by Christians. | | | √ | | Able to name. |
| | | b) Sing simple songs on the Bible as a holy book of God to be respected. | | | √ | | Able to sing. |
| | | c) Respect the Bible as a Holy book for their spiritual growth. | | | √ | | Able to respect. |
| | | d) Appreciate the Bible as a holy book in his/her daily life for spiritual growth. | | | √ | | Able to appreciate. |
| 3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS | 3.1 Birth of Jesus Christ 7 lessons | a) Narrate the story of the birth of Jesus our savior. | | | √ | | Can tell a bit of the story. |
| | | b) Name the parents of Jesus Christ. | | | √ | | Can tell. |
| | | c) Name the place of Jesus' birth. | | | √ | | Still learning. |
| | | d) Role play the birth of Jesus Christ. | | | √ | | Still learning. |
| | | e) Demonstrate the visit by the shepherds through role playing to signify God's love. | | | √ | | Still learning. |
| | | f) Color the drawn pictures of baby Jesus and His parents and the manger. | | √ | | | Able to color. |
| | | g) Appreciate the birth of Jesus as the savior of mankind. | | | √ | | Able to appreciate. |
| | | | | | | | |
| 3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS | 3.2 Christian festival: Christmas 7 lessons | a) Identify Christmas as a Christian festival to celebrate the birth of Jesus Christ. | | | √ | | Able to identify. |
| | | b) Role play a Christmas event | | | √ | | Able to role play. |
| | | c) Sing Christmas carols and festivals | | | √ | | Can sing some songs. |
| | | d) Appreciate Christmas as celebration of Jesus Christ's birthday. | | | √ | | Able to appreciate. |
| 3.0 CHRISTIAN RELIGIOUS FESTIVALS AND RITUALS | 3.3 Christian rituals 6 lessons | a) Name some Christian rituals performed in church to promote his/her spiritual growth. | | | √ | | Still learning. |

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| | | b) Role play the giving of offerings as a ritual in church. | | | √ | | Able to role play. |
| | | c) Demonstrate Christian rituals associated with prayer to improve his/her prayer life | | | √ | | Able to demonstrate. |
| | | d) Appreciate taking part in Christian rituals for example giving offerings and praying for his/her spiritual nourishment. | | | √ | | Able to appreciate. |

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 6 lessons | a)Identify materials for weaving for familiarization. | | | √ | | Still learning. |
| | | b) Weave using papers for fun. | | | √ | | Still learning. |
| | | c) Appreciate own an others work. | | | √ | | Able to appreciate teachers work. |
| 5.0 PAPER CRAFT | 5.2 Paper folding 3 lessons | a)Identify materials for paper folding, | | | √ | | Able to identify. |
| | | b) Make items using folding technics for enjoyment. | | | √ | | Still learning. |

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|---|--|--|--|--|---|--|--|
| | | c) Appreciate paper folding for fun | | | √ | | Able to appreciate teachers work. |
| 6.0 CREATING SHAPES AND FORMS USING ICT | 6.1 CREATING SHAPES AND FORMS 5 lessons | a) Interact with the gadgets freely for familiarization. | | | √ | | Able to manipulate the computer though still in learning progress. |
| | | b) Display the ability to operate the gadgets for creating shapes. | | | √ | | Still learning. |
| | | c) Create shapes using electronic gadgets for creativity. | | | √ | | Still learning. |
| | | d) Appreciate own created shapes for fun. | | | √ | | Able to appreciate teachers work. |
| 7.0 CONSTRUCTION | 7.1 3D forms 4 lessons | a) Identify materials for construction. | | | √ | | Still learning. |
| | | b) Construct simple 3D objects for creativity. | | | √ | | Still learning. |
| | | c) Handling materials for interaction. | | | √ | | Able to handle. |
| | | d) Display for appreciation. | | | √ | | 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 herself, responsible, thoughtful and a team player. | Should be engaged to conversations to make his communication even better. |
| 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, motivated 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, committed and surrounding environment better. | Needs more financial exposure on currencies. |

Social behavioral report

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

Key

S – Satisfactory

IN – Improvement needed.

EXTRA – CURRICULUM

| ACTIVITY | <u>TEACHER'S REMARKS</u> |
|-----------------|---------------------------------|
| SWIMMING | |
| BALLET | |
| SKATING | |
| SOCCER | |
| P.E | Active. |
| MUSIC | |
| CHESS | |
| CLUBS | |



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COMPETENCE – BASED CURRICULUM

STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: MARY AJEMA KIBULI

STUDENT'S NAME: ALICIA WAKESHO MAGEMMA

TERM: 3

GRADE: PP1

YEAR: 2021

| <u>ACTIVITIES</u> | <u>MID TERM</u> | <u>END TERM</u> | <u>REMARKS</u> | <u>TRS. INITIALS</u> |
|--|-----------------|-----------------|----------------|----------------------|
| Language Activities/Reading | <u>70</u> | <u>69</u> | <u>V. Good</u> | <u>M.A.K</u> |
| Mathematical activities | <u>80</u> | <u>86</u> | <u>V. Good</u> | <u>M.A.K</u> |
| Environmental activities | <u>96</u> | <u>88</u> | <u>V. Good</u> | <u>M.A.K</u> |
| Christian Religious education / Pastoral Program Instructions(PPI) | <u>88</u> | <u>60</u> | <u>Good</u> | <u>M.A.K</u> |
| Movement Activities | | | | |
| Creative Art and Psychomotor Activities | <u>96</u> | <u>88</u> | <u>Good</u> | <u>M.A.K</u> |
| TOTAL OUTCOME | <u>430</u> | <u>391</u> | | |
| OUT OFF | <u>500</u> | <u>500</u> | | |

Facilitator's general remarks: Well done Alicia, promoted to pp2.

Learner's general ability: Meets expectation.

Present: 41 Absent: 4 Closing date: 16th July 2021 Opening date: 27th July 2021

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

__M.A.K__ __M._.W.W__