



# KINGS INTERNATIONAL ACADEMY

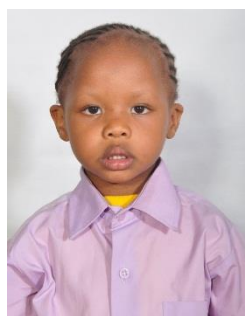
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## PP 2 PROGRESS REPORT

### STUDENT DETAILS



**NAME: NATALIE ALEXIS MATARA**

**GRADE: PP 2**

**TERM: THREE**

**YEAR: 2021**

### MATHEMATICS ACTIVITIES

| STRAND      | SUB-STRAND             | EXPECTED OUTCOME / INDICATORS  | A | B | C | D | REMARKS  |
|-------------|------------------------|--|---|---|---|---|----------|
|             |                        |  |   |   |   |   |          |
| Measurement | Sides of objects       | Observe different objects with straight sides in the environment.        | √ |   |   |   | Able to. |
|             |                        | Identify different sides of objects in the environment.                  | √ |   |   |   | Able to. |
|             |                        | Manipulate objects of different sides in the environment.                | √ |   |   |   | Able to. |
|             |                        | Enjoy measuring sides of objects using arbitrary units.                  |   |   | √ |   | Able to. |
| Measurement | Mass (heavy and light) | Collect different objects from the environment.                          | √ |   |   |   | Able to. |
|             |                        | Lift different objects in the environment for comparing their heaviness. | √ |   |   |   | Able to. |

|              |   |  |   |   |   |  |                     |
|--------------|---|--|---|---|---|--|---------------------|
|              |   | Compare heavy and light objects in the environment.  |   | √ |   |  | Able to.            |
|              |   | Appreciate objects of different mass in their environment.   |   |   | √ |  | Able to.            |
|              |   | Enjoy manipulating objects of different mass in daily life experience.                                 |   | √ |   |  | Able to.            |
| Measurements | Capacity (how much a container can hold ) | Fill and empty different containers with different objects and substances.                             |   | √ |   |  | Able to.            |
|              |   | Compare sizes of containers using through filling and emptying using different substances and objects. |   | √ |   |  | Able to.            |
|              |   | Appreciate the use of objects of different sizes in the environment.                                   |   |   | √ |  | Able to.            |
|              |   | Enjoy filling and emptying containers in the environment.  | √ |   |   |  | Able to.            |
| Measurements | Time ( Daily routines )                   | Compare sizes of shadows at different times of the day to determine their sizes.                       |   |   | √ |  | Still learning.     |
|              |   | Use vocabulary related to time for effective communication.  |   |   | √ |  | Able to.            |
|              |   | Observe tools used for telling time.   |   | √ |   |  | Able to.            |
|              |   | Name the tools used for telling time. ( clock,calender,mobile phone, animals and birds)                | √ |   |   |  | Able to appreciate. |
| Measurements | Money(Kenyan currency coins and notes)    | Observe types of Kenyan currencies for familiarization.  | √ |   |   |  | Able to.            |
|              |   | Identify Kenyan currency coins and notes for distinguishing them from other currencies.                | √ |   |   |  | Able to.            |
|              |   | Buy items using Kenyan coins and notes of different denominations.                                     |   |   | √ |  | Able to.            |
|              |   | Save money for future use.   |   |   | √ |  | Still learning.     |
|              |   | Make a simple budget basing on own needs.  |   |   | √ |  | Still learning.     |
|              |   | Appreciate the use of Kenyan currency in their daily life.   |   | √ |   |  | Able to.            |
|              |   |  |   | √ |   |  | Able to.            |
| Measurements | Area(surfaces of objects)                 | Observe objects with different surfaces in the environment for determining their sizes.                |   | √ |   |  | Able to.            |
|              |   | Identify surfaces of different objects in the environment.   |   |   | √ |  | Able to.            |

## LANGUAGE ACTIVITIES

| STRAND         | SUB – STRAND                        | EXPECTED OUTCOMES/ INDICATORS  | A | B | C | D | REMARKS                                  |
|----------------|-------------------------------------|--|---|---|---|---|--|
|                |                                     |  |   |   |   |   |  |
| <b>Reading</b> | Reading syllables                   | Read syllables in and out of class.  | √ |   |   |   | Able to.                                 |
|                |                                     | Demonstrate ability to read syllables in class.  | √ |   |   |   | Able to.                                 |
|                |                                     | Enjoy participating in activities that involve reading syllables.                                      | √ |   |   |   | Enjoys                                   |
| <b>Reading</b> | Reading three to four letter words. | Demonstrate ability to blend syllables to read three to four letter words in and out of class.         | √ |   |   |   | Able to read.                            |
|                |                                     | Read three to four letter words in and out of class.   | √ |   |   |   | Able to.                                 |
|                |                                     | Enjoy participating in activities that involve reading three to four letter words in and out of class. | √ |   |   |   | Enjoys participating                     |
| <b>Writing</b> | Book handling                       | Demonstrate the ability to handle books appropriately.   | √ |   |   |   | Able to.                                 |
|                |                                     | Arrange books appropriately in and out of class.   |   | √ |   |   | Enjoys naming things in the environment. |
|                |                                     | Enjoy participating in book handling activities in and out of class.                                   | √ |   |   |   | Able to.                                 |
| <b>Writing</b> | Writing readiness skills.           | Hold a writing tool appropriately in and out of class.   | √ |   |   |   | Able to.                                 |
|                |                                     | Turn pages from right to left during a writing activity in and out of class.                           | √ |   |   |   | Enjoys.                                  |
|                |                                     | Take pleasure in pre-writing activities in and out of class.   | √ |   |   |   | Able to.                                 |
| <b>Writing</b> | Writing posture.                    | Sit appropriately when writing in and out of class.  | √ |   |   |   | Able to.                                 |
|                |                                     | Derives pleasure in activities for writing posture in and out of class.                                | √ |   |   |   | Enjoys doing it.                         |
| <b>Writing</b> | Eye-hand coordination skills.       | Demonstrate eye hand coordination when writing.  | √ |   |   |   | Able to.                                 |
|                |                                     | Enjoy participating in eye hand coordination activities in and out of class.                           | √ |   |   |   | Able to.                                 |
| <b>Writing</b> | Pattern writing                     | Write simple cursive patterns in and out of class.   | √ |   |   |   | Able to.                                 |
|                |                                     | Use audio visual materials to make simple cursive patterns in and out of class.                        |   |   | √ |   | Able to.                                 |

|                |  |  |   |  |  |  |          |
|----------------|--|--|---|--|--|--|----------|
|                |  | Hold writing tools appropriately when writing.                                 | √ |  |  |  | Able to. |
|                |  | Experience pleasure in cursive pattern writing activities in and out of class. | √ |  |  |  | Able to. |
|                | Letter formation   | Form letters correctly in and out of class.                                    | √ |  |  |  | Able to. |
|                |  | Demonstrate the ability to form letters correctly in and out of class.         | √ |  |  |  | Able to. |
|                |  | Have pleasure in letter formation activities in and out of class.              | √ |  |  |  | Able to. |
| <b>Writing</b> | Writing letters of the alphabet.   | Demonstrate ability to write letters properly in and out of class.             | √ |  |  |  | Able to. |
|                |  | Write the letters of the alphabet properly in and out of class.                | √ |  |  |  | Able to. |
|                |  | Enjoy using basic tools for letter writing activities in and out of class.     | √ |  |  |  | Enjoys.  |
|                | Writing three to four letter words.(allow variation depending on the language) | Write three to four words in class.  | √ |  |  |  | Able to. |

## **ENVIRONMENTAL ACTIVITIES**

| <b>STRAND</b>                        | <b>SUB-STRAND</b>                   | <b>EXPECTED OUTCOMES</b>   | <b>A</b> | <b>B</b> | <b>C</b> | <b>B</b> | <b>REMARKS</b>      |
|--------------------------------------|-------------------------------------|--|----------|----------|----------|----------|---------------------|
|                                      |                                     |  |          |          |          |          |                     |
| <b>Natural environment</b>           | Water                               | Talk about sources of water.   | <u>√</u> |          |          |          | Able to.            |
|                                      |                                     | Talk about the uses of water in the environment.                                       | <u>√</u> |          |          |          | Able to.            |
|                                      |                                     | Play with water for enjoyment and discovery.   |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Appreciate the importance of water in the environment.                                 |          | <u>√</u> |          |          | Able to appreciate. |
| <b>Natural environment</b>           | Soil                                | Talk about the safety measures when playing with soil.                                 |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Play with soil for enjoyment and exploration.  | <u>√</u> |          |          |          | Able to.            |
|                                      |                                     | Appreciate playing with soil for enjoyment   |          | <u>√</u> |          |          | Able to.            |
|                                      | Sound                               | Recognize the sources of sound produced in the immediate environment.                  |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Talk about sounds produced in the immediate environment.                               |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Respond to different sounds in the environment appropriately.                          |          | <u>√</u> |          |          | Able to.            |
| <b>Natural environment</b>           | Smell                               | Identify the body parts used in smelling.  | <u>√</u> |          |          |          | Able to.            |
|                                      |                                     | Recognize the pleasant and unpleasant smell in the immediate environment.              |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Respond appropriately to the pleasant and unpleasant smell in the surrounding          |          |          | <u>√</u> |          | Able to.            |
|                                      |                                     | Appreciate the pleasant smell in the immediate environment.                            |          | <u>√</u> |          |          | Able to appreciate. |
| <b>Natural environment</b>           | Light                               | Talk about different sources of light in the immediate environment.                    | <u>√</u> |          |          |          | Able to.            |
|                                      |                                     | Play with shadows  |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Appreciate uses of light in the immediate environment.                                 |          | <u>√</u> |          |          | Able to.            |
| <b>Environmental care and safety</b> | Care for the immediate environment. | Identify waste materials and items that require disposal in the immediate environment. |          | <u>√</u> |          |          | Able to.            |
|                                      |                                     | Dispose waste materials appropriately.   |          | <u>√</u> |          |          | Able to appreciate. |
|                                      |                                     | Appreciate living in a clean environment.  |          |          |          |          |                     |

|                                      |                            |  |          |  |  |  |          |
|--------------------------------------|----------------------------|--|----------|--|--|--|----------|
| <b>Environmental care and safety</b> | Safety in the environment. | Talk about safe places, objects and activities in the immediate environment. | <u>√</u> |  |  |  | Able to. |
|--------------------------------------|----------------------------|--|----------|--|--|--|----------|

## **CHRISTIAN RELIGIOUS EDUCATION**

| <b>THEME</b>             | <b>SUB – THEME</b>     | <b>EXPECTED OUTCOMES / INDICATORS</b>  | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>REMARKS</b> |
|--------------------------|------------------------|--|----------|----------|----------|----------|----------------|
|                          |                        |  |          |          |          |          |                |
| <b>Places of worship</b> | Places of worship      | Identify the church as the place of worship.   | √        |          |          |          | Able to.       |
|                          |                        | Identify different places of worship that exists in his or her community for peaceful existence.                                   |          | √        |          |          | Able to.       |
| <b>Places of worship</b> | Places of worship      | Demonstrate the activities that take place in the church for example singing, praying, and giving offering as thanksgiving to God. |          | √        |          |          | Able to.       |
|                          |                        | Color a picture of a church as a place of worship for self-efficacy.   |          | √        |          |          | Able to.       |
|                          |                        | Respect different places of worship to promote religious tolerance.  |          | √        |          |          | Able to.       |
| <b>Places of worship</b> | Church service         | Identify different activities that take place during the church service for harmonious living.                                     |          | √        |          |          | Able to.       |
|                          |                        | Demonstrate the activities that are performed during the church service for interpersonal interaction.                             |          |          | √        |          | Able to.       |
|                          |                        | Sing songs that relate to the activities that take place during the church service for spiritual growth.                           |          | √        |          |          | Able to.       |
|                          |                        | Desire to participate in the activities that are done during the church service for self fulfilment.                               |          | √        |          |          | Able to.       |
|                          |                        | Appreciate the activities that take place during church service for spiritual nourishment.   |          | √        |          |          | Able to.       |
| <b>Places of worship</b> | Behavior in the church | Identify good behavior for desirable Christian living.   |          | √        |          |          | Able to.       |
|                          |                        | Demonstrate good behavior in church to show respect to God   |          | √        |          |          | Able to.       |

|                          |                        |   |  |   |  |          |
|--------------------------|------------------------|---|--|---|--|----------|
|                          |                        | Recite short memory verses from the Bible on good behavior for spiritual development. |  | √ |  | Able to. |
| <b>Places of worship</b> | Behavior in the church | Recite short memory verses from the Bible on god behavior for spiritual development.  |  | √ |  | Able to. |
|                          |                        | Appreciate the importance of good behavior in church to promote love and harmony.     |  | √ |  | Able to. |
|                          |                        | Desire to have good manners in the church.  |  | √ |  | Able to. |

## CREATIVE ACTIVITIES

| STRAND             | SUB-STRAND        | EXPECTED OUTCOMES  | A | B | C | D | REMARKS         |
|--------------------|-------------------|--|---|---|---|---|-----------------|
|                    |                   |  |   |   |   |   |                 |
| <b>Performance</b> | Dance             | Perform a free dancing style for enjoyment.  |   | √ |   |   | Able to.        |
|                    |                   | Dance in pairs and groups for cooperation.   |   | √ |   |   | Able to.        |
|                    |                   | Respond to changes in tempo and rhythms through body movement for enjoyment.                       |   | √ |   |   | Able to.        |
|                    |                   | Perform traditional dances within the locality to enhance culture.                                 |   |   | √ |   | Still learning. |
| <b>Performance</b> | Musical rhymes    | Recite rhymes with repetitive phrases and rhythmic patterns.                                       |   |   | √ |   | Still learning. |
|                    |                   | Display the ability to recite simple rhymes.   |   |   | √ |   | Able to.        |
|                    |                   | Perform simple rhymes for entertainment.   |   |   | √ |   | Still learning. |
|                    |                   | Recite the range of musical rhymes to enhance creativity.  |   |   | √ |   | Still learning. |
|                    |                   | Appreciate other talents as they perform simple rhymes.  |   | √ |   |   | Able to.        |
| <b>Performance</b> | Rhythmic patterns | Identify musical instruments used for performing rhythmic patterns.                                |   |   | √ |   | Able to.        |
|                    |                   | Display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment. |   | √ |   |   | Able to.        |
|                    |                   | Create rhythm using percussion instruments to enhance tempo.                                       |   |   | √ |   | Still learning. |

|                                 |                                 |  |   |   |   |  |                 |
|---------------------------------|---------------------------------|--|---|---|---|--|-----------------|
|                                 |                                 | Appreciate others talent as they perform rhythmic patterns using percussion instruments. |   | √ |   |  | Able to.        |
| <b>Performance</b>              | Singing games                   | Identify different cultural singing games for harmonious core existence.                 |   |   | √ |  | Still learning. |
|                                 |                                 | Perform varied cultural singing props for enjoyment.                                     |   |   | √ |  | Still learning. |
|                                 |                                 | Express feelings through singing games for appreciation.                                 | √ |   |   |  | Able to.        |
| <b>Performance</b>              | Play simple musical instruments | Identify various music ICT device for familiarization.                                   |   |   | √ |  | Able to.        |
|                                 |                                 | Play simple musical instruments for enjoyment.   | √ |   |   |  | Enjoy doing it. |
|                                 |                                 | Display the ability to play various simple musical instruments including ICT devices.    |   |   | √ |  | Still learning. |
|                                 |                                 | Play simple musical instruments to make movement for talent development.                 |   |   | √ |  | Still learning. |
| <b>Listening and responding</b> | Musical sounds                  | Listen to sounds from the environment for familiarization.                               |   | √ |   |  | Able to.        |
|                                 |                                 | Imitate sounds made from the environment for vocal development.                          |   | √ |   |  | Able to.        |
|                                 |                                 | Appreciate sounds from the environment for correct response.                             |   | √ |   |  | Able to.        |



## **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<br>Clear<br>Emphatic<br>Responsible<br>Thoughtful<br>Team player<br>patient                     |          | √        |          |          | Able to express, responsible and a team player.              | Should be encouraged to continue building her self-esteem.   |
| Creativity & Imagination            | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic<br>Creative.<br>Appreciative<br>Imaginative<br>Experiential<br>Connectors                          |          |          | √        |          | Creative, imaginative and appreciative.                      | Needs more support in applying new ideas.  |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning.                              | Inquisitive<br>Reflective<br>Analytical<br>Curious<br>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<br>Empathetic<br>Global<br>Stewardship<br>Responsible<br>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<br>Skillful<br>Resourceful<br>Motivated<br>Interactive<br>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<br>Creative<br>Communicative<br>Problem solver<br>Analytical                                    |          |          | √        |          | Able to communicate and innovate some 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<br>Self-directed<br>Financial literacy<br>Goal oriented<br>Self-reliant<br>Healthy<br>Committed |          | √        |          |          | Able to understand self and surrounding environment better.  | Needs to do more work on literacy.   |

## **Social behavioral report**

| <b><u>Value / skill</u></b>                | <b><u>comment</u></b> |
|--|-----------------------|
| 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>S</u>              |
| Uses time wisely                           | <u>S</u>              |

### **Key**

S – Satisfactory

IN – Improvement needed.

### **EXTRA – CURRICULUM**

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



## KINGS INTERNATIONAL ACADEMY

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**COMPETENCE – BASED CURRICULUM**

### STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: EVERLYNE AFWANDE OGALO

STUDENT'S NAME: NATALIE ALEXIS MATARA

TERM: 3

GRADE: PP2

YEAR: 2021

| <u>ACTIVITIES</u>  | <u>MID TERM</u>   | <u>END TERM</u>   | <u>REMARKS</u>        | <u>TRS. INITIALS</u> |
|--|-------------------|-------------------|-----------------------|----------------------|
| Language Activities/Reading  | <b><u>75</u></b>  | <b><u>78</u></b>  | <b><u>GOOD</u></b>    | <b><u>E.A.O</u></b>  |
| Mathematical activities  | <b><u>88</u></b>  | <b><u>88</u></b>  | <b><u>GOOD</u></b>    | <b><u>E.A.O</u></b>  |
| Environmental activities   | <b><u>100</u></b> | <b><u>100</u></b> | <b><u>BRAVO</u></b>   | <b><u>E.A.O</u></b>  |
| Christian Religious education / Pastoral Program Instructions(PPI) | <b><u>100</u></b> | <b><u>100</u></b> | <b><u>BRAVO</u></b>   | <b><u>E.A.O</u></b>  |
| Lugha/kusoma   | <b><u>78</u></b>  | <b><u>78</u></b>  | <b><u>JARIBIO</u></b> | <b><u>E.A.O</u></b>  |
| Creative Art and Psychomotor Activities                            | <b><u>92</u></b>  | <b><u>92</u></b>  | <b><u>V. GOOD</u></b> | <b><u>E.A.O</u></b>  |
| TOTAL OUTCOME  | <b><u>533</u></b> | <b><u>536</u></b> |                       |                      |
| OUT OFF  | <b><u>600</u></b> | <b><u>600</u></b> |                       |                      |

Facilitator's general remarks: Good work Natalie. Aim higher. Promoted to grade 1.

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Learner's general ability: Approaching expectation.

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Present: 45      absent: 0      Closing date: 16<sup>th</sup> July 2021      Opening date: 26th July 2021

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

Everlyne

MWW