



KINGS INTERNATIONAL ACADEMY

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RECEPTION PROGRESS REPORT

STUDENT DETAILS

NAME: PRAISEWELL HURU

GRADE: RECEPTION

TERM: THREE

YEAR: END OF YEAR 2020



MATHEMATIC ACTIVITIES

| STRAND | SUB STRAND | EXPECTED OUTCOMES | A | B | C | D | REMARKS |
|---------|---|--|---|---|---|---|----------------------------|
| NUMBERS | Rote counting 8 lessons | a) Rote count numbers 1-10 for developing numeracy skills | | √ | | | Able to count. |
| | | b) Rote count numbers 1-10 using actions for development of numeracy skills | | √ | | | Enjoys the activity. |
| | | c) Enjoy rote counting in daily life | | √ | | | Enjoys the activity. |
| NUMBERS | Number recognition 10 lessons | a) Identify numerals 1-9 for development of numeracy skills and symbolic representation of number | | √ | | | Able to identify |
| | | b) Appreciate use of numbers in day to day life experiences | | √ | | | Enjoys the use of numbers. |
| NUMBERS | Counting concrete objects 10 lessons | a) Count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol | | √ | | | Able to count objects. |
| | | b) Demonstrate one to one correspondence while counting | | √ | | | Able to interact. |

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| | | concrete objects | | | | | |
| | | c) Enjoy counting concrete objects within their environment | | √ | | | Able to appreciate things in the environment. |
| | | d) Appreciate the use of one to one correspondence in real life situations. | | | √ | | Enjoys interacting. |
| NUMBERS | Number sequencing 10 lessons | a) Identify number symbols 1-9as indicated on number cards or charts for development of numeracy skills and for ordering numbers | | √ | | | Able to identify and order. |
| | | b) Arrange number cards in sequence 1-9 | | √ | | | Enjoys the activity. |
| | | c) Arrange number cards in sequence for completing sequence puzzles | | | √ | | Able to complete puzzles. |
| | | d) Enjoy arranging numbers in sequence in their day to day life. | | √ | | | Takes pleasure in doing. |
| NUMBERS | Symbolic representation of number (number writing) 10 lessons | a) Identify number symbols 1- 9 for development of numeracy skills | | √ | | | Able to recognize. |
| | | b) Join dots to form number symbols 1- 9 on a surface | | √ | | | Able to form. |
| | | c) Trace number symbol 1 -9on a surface | | | √ | | Able to form. |
| | | d)Colour number 1-9 | | √ | | | Enjoys colouring |
| | | e)match number 1-9 | | √ | | | Able to match |
| | | f)Circling the correct numbers | | | | | |
| | | Appreciate the use of numbers within their environment in the day to day life experiences | | √ | | | Enjoys using numbers. |
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LANGUAGE ACTIVITIES

| STRAND | SUB – STRAND | EXPECTED OUTCOMES/ INDICATORS | A | B | C | D | REMARKS |
|----------------------|--|--|---|---|---|---|---|
| NEWSTELLING | My weekend news 9lessons | a)Tell how they spent their weekend | | | √ | | Able to tell |
| SOUND RECOGNITION | Sound recognition 16lessons | a)Colouring sound a to h | √ | | | | Able to colour |
| | | b)Joining dots of sound a to h | | √ | | | Able to join dots |
| | | c)Matching sound a to h | √ | | | | Able to match |
| | | d)Rewriting sounds a to d | | | | | |
| | | e)Circling the correct sounds | | | | | |
| MATCHING | Matching pictures with sounds 6lessons | a)Match pictures with their sound | | | | | |
| CIRCLING | Circling the first sound 5lessons | a)Circling the correct sounds with pictures | | | | | |
| PICTURE READING | Drawn pictures 9 lessons | a)Read and recognize pictures | | | √ | | Able to read and recognize pictures |
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ENVIRONMENTAL ACTIVITIES

| STRAND | SUB-STRAND | EXPECTED OUTCOMES | A | B | C | B | REMARKS |
|--------------------|-------------------------|---|---|---|---|---|----------------------------|
| HEALTH PRACTICE | Fruits 2lessons | a)Name and identify different types of fruits we eat(pineapple,apple,mango,avocado,banana and orange) | | √ | | | Able to name and identify. |
| HEALTH PRACTICE | Our body 4lessons | a) Name and identify different parts of the body. | | √ | | | Able to name. |
| | | b)Match body parts | √ | | | | |
| HEALTH PRACTICE | Family 3lessons | a)Name different members of the family | | √ | | | Able to name. |
| HEALTH PRACTICE | Food we eat 2lessons | a)Name different types of fruits we eat(carrot,sukumawiki,cabbage,onion and tomatoes) | | | √ | | Able to name. |

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| | | b)Match fruits we eat | <u>√</u> | | | | |
| | | c)Colour fruits we eat | <u>√</u> | | | | |
| HEALTH PRACTICE | Pegging 2lessons | a)Do pegging | | | <u>√</u> | | Able to do pegging. |
| HEALTH PRACTICE | Weather 2lessons | a)Name weather symbols | | | | | |
| | | b)Match weather symbols | | <u>√</u> | | | |
| HEALTH PRACTICE | Kitchen utensils | a)Name kitchen utensils | | <u>√</u> | | | |
| | | b)Colour kitchen utensils | <u>√</u> | | | | |
| | | c)Match kitchen utensils | <u>√</u> | | | | |
| SOCIAL ENVIRONMENT | Folding paper 2lessons | a)Folding papers to form a fun | | <u>√</u> | | | Able to fold papers. |
| SOCIAL ENVIRONMENT | Clothes we wear 2lessons | a)Name and identify clothes we wear | | <u>√</u> | | | Able to name. |
| SOCIAL ENVIRONMENTAL | Transport 7lessons | a)Name means of transport | <u>√</u> | | | | |
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RELIGIOUS EDUCATION ACTIVITIES

| THEME | SUB - THEME | EXPECTED OUTCOMES / INDICATORS | A | B | C | D | REMARKS |
|----------------|-------------------------|---|---|---|---|---|---|
| GOD'S CREATION | Who is God? (7 Lessons) | a) Demonstrate God's love as the Sole Creator in his/her life to promote personal relationship with Him. | | | √ | | Able to tell. |
| | | b) Identify God as his/her heavenly Father. | | | √ | | Able to identify. |
| | | c) Respect God as the Father of mankind, | | | √ | | Respects God. |
| | | d) Appreciate God as the Sole Creator and Heavenly Father for personal development. | | | √ | | Able to relate to Gods creation by naming them. |
| GOD'S CREATION | Myself (6 Lessons) | a) Mention his /her name for self-awareness | | √ | | | Able to tell. |
| | | b) Sing songs as special creature created in the image and likeness of God. | | √ | | | Able to relate to songs and sing them. |
| | | c) Appreciate himself/herself as wonderfully made by God | | √ | | | Proud of himself. |
| GOD'S CREATION | My family (6 Lessons) | a) Name the family members for example father, mother, brothers and sisters to have a sense of belonging. | | √ | | | Able to name. |
| | | b) Mention that his/her family members | | | √ | | Able to recognize |

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| | | are a gift from God. | | | | them as gifts. |
| | | c) Appreciate God for creating his/her parents, brothers and sisters. | | | √ | Shows appreciation on how he talks about his family. |
| GOD'S CREATION | Communicating to God through prayer. (7 lessons) | a) Name different times of prayer for his/her spiritual nourishment. | | | √ | Able to but still learning. |
| | | b) Demonstrate postures for prayer as way of communicating with God | | | √ | Able to stand well while praying. |
| | | c) Recite simple prayers for his/her spiritual growth | | | √ | Able to say short prayers. |
| NOAH | The story of Noah | a) Understand who Noah was | | | | |
| | | b) Sing songs | | √ | | |
| | | c) colouring an ark | | √ | | |

PSYCHOMOTOR AND CREATIVE ACTIVITIES

| STRAND | SUB-STRAND | EXPECTED OUTCOMES | A | B | C | D | REMARKS |
|---------------------------|---|---|----------|----------|----------|----------|-------------------------------------|
| PICTURE MAKING TECHNIQUES | Drawing Scribbling and doodling 4 Lessons | a) Develop simple pictures using scribbling techniques for fine muscle development, | | | √ | | Able to scribble. |
| | | b) Develop simple pictures using doodling techniques for eye hand co-ordination, | | | √ | | Able to doodle. |
| | | c) Appreciate own and others drawn work. | | | √ | | Takes pleasure in work done. |
| PICTURE MAKING TECHNIQUES | Drawing Dot joining 3 Lessons | a) Develop simple pictures by dot joining techniques for enjoyment, | | | √ | | Able to join dots to form pictures. |
| | | b) Draw simple pictures using drawing materials for creativity, | | | √ | | Able to sketch. |
| | | c) Appreciate own and others drawn work. | | | √ | | Takes interest in the work |

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| | | | | | | | done. |
| PICTURE MAKING TECHNIQUES | Coloring 3 Lessons | a) Identify common colours in the environment for colouring pictures | | | √ | | Able to tell most colors. |
| | | b) Learners apply colour on drawn plant pictures for aesthetic value | | | √ | | Able to color. |
| | | c) Appreciate own and others coloured work. | | | √ | | Able to appreciate. |
| PICTURE MAKING TECHNIQUES | Coloring 3 Lessons | a) Learners apply colour on drawn animal pictures for aesthetic value | | | √ | | Able to color. |
| | | b) Appreciate own and others coloured work | | | √ | | Able to appreciate. |
| PICTURE MAKING TECHNIQUES | Painting 2 Lessons | a) Create images using finger painting techniques for enjoyment | | √ | | | Able to fingerprint. |
| | | b) Perform free choice painting on paper for enjoyment | | | √ | | Does it with excitement. |
| | | c) Appreciate own and others painted work | | | √ | | Able to appreciate. |
| PICTURE MAKING TECHNIQUES | Painting 3 Lessons | a) Apply paint on shapes for enjoyment | | | √ | | Able to paint on given objects. |
| | | b) Perform free choice painting on paper for enjoyment | | | √ | | Does it well. |
| | | c) Appreciate own and others painted 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 | Inquisitive Reflective Analytical Curious | | | √ | | Is curious and reflective. | Needs to be taken through challenges and left to analyze and solve alone. |

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| | reasoning. | Problem solver | | | | | |
| 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 | <u>S</u> |
| Respect for school property | <u>S</u> |
| Organization | <u>S</u> |
| Accepts responsibility | <u>IN</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



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COMPETENCE – BASED CURRICULUM

STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: AFANDE AURELIA KASOHA

STUDENT'S NAME: PRAISEWELL HURU

TERM: 3

GRADE: RECEPTION CLASS

YEAR: 2021

| <u>ACTIVITIES</u> | <u>END TERM</u> | <u>REMARKS</u> | <u>TRS. INTITALS</u> |
|--|------------------------|-------------------------|-----------------------------|
| Language Activities/Reading | <u>90</u> | <u>V.good</u> | <u>A.A.K</u> |
| Mathematical activities | <u>88</u> | <u>Good work</u> | <u>A.A.K</u> |
| Environmental activities | <u>92</u> | <u>V.good</u> | <u>A.A.K</u> |
| Christian Religious education / Pastoral Program Instructions(PPI) | <u>50</u> | <u>Good</u> | <u>A.A.K</u> |
| Creative Art and Psychomotor Activities | <u>76</u> | <u>Good work</u> | <u>A.K.A</u> |
| TOTAL OUTCOME | <u>396</u> | | |
| OUT OFF | <u>500</u> | | |

Facilitator's general remarks: He is doing well. Promoted to pp1.

Learner's general ability: Approaching expectation.

Present: 45 days absent: 0 Closing date: 16th July 2021

Opening date: 27th July 2021

Facilitator's sig:

Principal's sig & school stamp:

Parent's sig:

AKA

MWW

