



# KINGS INTERNATIONAL ACADEMY

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## PP 2 PROGRESS REPORT

### STUDENT DETAILS



**NAME: AISHA RUTH**

**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.
		Cover surfaces of different objects by using not more than 20 smaller similar objects.			√		Able to.
		Use appropriate vocabulary related to surfaces of objects for effective communication.			√		Able to.

		Appreciate different surfaces of objects in the environment.	√				Able to.
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## 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.
		e) Copy own name in class	√				Able to.
		f) Have pleasure in participating in writing activities in and out of class.	√				Enjoys

## **ENVIRONMENTAL ACTIVITIES**

<b>STRAND</b>	<b>SUB-STRAND</b>	<b>EXPECTED OUTCOMES</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</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.
		Talk about dangerous places in the immediate environment.		<u>√</u>			Able to.
		Talk about dangerous objects in the immediate environment.	<u>√</u>				Able to.
		Talk about dangerous activities in the immediate environment.		<u>√</u>			Able to.
		To recognize safe and dangerous places, objects and activities in the immediate environment.		<u>√</u>			Able to.
		Talk about how to identify strangers within their immediate environment.		<u>√</u>			Able to.
		Take safety precautions in the immediate environment.		<u>√</u>			Able to.

## **CHRISTIAN RELIGIOUS EDUCATION**

<b>THEME</b>	<b>SUB - THEME</b>	<b>EXPECTED OUTCOMES / INDICATORS</b>	<b><u>A</u></b>	<b><u>B</u></b>	<b><u>C</u></b>	<b><u>D</u></b>	<b><u>REMARKS</u></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 Clear Emphatic Responsible Thoughtful Team player patient		√			Able to express, responsible and a team player.	Should be encouraged to continue building self-esteem.
Creativity & Imagination	Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas.	Dynamic Creative. Appreciative Imaginative Experiential Connectors		√			Creative, imaginative, and appreciative.	Needs more support in drawing more pictures for creativity.
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 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 Self-directed Financial literacy Goal oriented Self-reliant Healthy 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	



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**COMPETENCE – BASED CURRICULUM**

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

FACILITATOR'S NAME: EVERLYNE AFWANDE OGALO

STUDENT'S NAME: AISHA RUTH WANJIRU GITAU

TERM: 3

GRADE: PP2

YEAR: 2021

<b><u>ACTIVITIES</u></b>	<b><u>MID TERM</u></b>	<b><u>END TERM</u></b>	<b><u>REMARKS</u></b>	<b><u>TRS. INITIALS</u></b>
Language Activities/Reading	<b><u>94</u></b>	<b><u>98</u></b>	<b><u>Excellent</u></b>	<b><u>E.A.O</u></b>
Mathematical activities	<b><u>92</u></b>	<b><u>100</u></b>	<b><u>Bravo</u></b>	<b><u>E.A.O</u></b>
Environmental activities	<b><u>96</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>96</u></b>	<b><u>100</u></b>	<b><u>Bravo</u></b>	<b><u>E.A.O</u></b>
Lugha/kusoma	<b><u>100</u></b>	<b><u>97</u></b>	<b><u>Kazi nzuri</u></b>	<b><u>E.A.O</u></b>
Creative Art and Psychomotor Activities	<b><u>96</u></b>	<b><u>100</u></b>	<b><u>Bravo</u></b>	<b><u>E.A.O</u></b>
TOTAL OUTCOME	<b><u>574</u></b>	<b><u>595</u></b>		
OUT OFF	<b><u>600</u></b>	<b><u>600</u></b>		

Facilitator's general remarks: Excellent keep it up. Promoted to grade 1.

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Learner's general ability: Meeting 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