



## KINGS INTERNATIONAL ACADEMY

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### GRADE TWO PROGRESS REPORT

#### STUDENT DETAILS



**NAME: WALTER ODIMA OMONDI**

**GRADE: TWO**

**TERM: THREE**

**YEAR: 2021**

#### MATHEMATICS ACTIVITIES

| STRAND      | SUB-STRAND | EXPECTED OUTCOME / INDICATORS                               | A | B | C | D | REMARKS  |
|-------------|------------|---|---|---|---|---|--|
| MEASUREMENT | MONEY      | a. Identify Kenyan currency coins and notes                 |   | ✓ |   |   | Able to identify Kenyan currency coins and notes                 |
|             |            | b. Sort out Kenyan currency according to value and features |   | ✓ |   |   | Able to Sort out Kenyan currency according to value and features |
|             |            | c. Represent same amount of money in different denomination |   | ✓ |   |   | Can Represent same amount of money in different denomination     |
|             |            | d. Relate money to goods and services.                      |   | ✓ |   |   | Can Relate money to goods and services.                          |

|          |        |   |  |   |  |   |
|----------|--------|---|--|---|--|---|
|          |        |   |  |   |  |   |
|          |        | e. Differentiate between needs and wants in real life situations.                         |  | ✓ |  | Can Differentiate between needs and wants in real life situations                                       |
|          |        | f. Appreciate spending and saving of money in real life situations                        |  | ✓ |  | Appreciates spending and saving money in real life situation  |
| Geometry | Lines  | a. Draw and model straight and curved lines   |  | ✓ |  | Can draw and model straight and curved lines  |
|          |        | b. Modell straight lines and curved lines using strings                                   |  | ✓ |  | Able to model straight lines and curved lines using strings   |
|          |        | c. Draw and model curved lines  |  | ✓ |  | Can draw and model curved lines   |
|          |        | d. Draw and model straight lines  |  | ✓ |  | Able to draw and model straight lines   |
| Geometry | Shapes | a. Identify different types of shapes   |  | ✓ |  | Can identify different types of shapes  |
|          |        | b. Identify the lines used to make the shapes.  |  | ✓ |  | Can Identify the lines used to make the shapes  |
|          |        | c. Identify rectangles, circles, triangles, ovals and squares                             |  | ✓ |  | Easily identifies rectangles, circles, triangles, ovals and squares                                     |
|          |        | d. Appreciate making patterns involving rectangles, circles, triangles, ovals and squares |  | ✓ |  | Enjoys creating patterns by the use of shapes such as rectangles, circles, triangles, ovals and squares |

### **ENGLISH ACTIVITY**

| STRAND                     | SUB-STRAND                       | THEME        | EXPECTED OUTCOME / INDICATORS  | A | B | C | D | REMARKS   |
|----------------------------|----------------------------------|--------------|--|---|---|---|---|---|
| Listening and Speaking     | Oral work                        | Child labour | a) a) Recognize the consonant blends /bl/ tw//br//in different spoken words.                             |   | √ |   |   | Able to recognize words with given syllables.               |
|                            |                                  |              | b) Answer simple direct and indirect questions based on a text they have read,                           |   | √ |   |   | Can predict and answer comprehension questions correctly.   |
|                            |                                  |              | c) Read a text transitioning from word by word to phrasal reading.                                       |   | √ |   |   | Able to read texts and passages effectively.                |
| 1.0 LISTENING AND SPEAKING | 1.2 Pronunciation and Vocabulary |              | a) Respond to questions using the sound bl and br  |   | √ |   |   | Able to fill in correct words and missing letters.          |
|                            |                                  |              | b) form words using sound tw and make simple sentences using the sounds                                  |   | √ |   |   | Able to construct grammatically correct sentences.          |
|                            |                                  |              | c) Respond to questions using the correct vocabulary and pronounce the new words properly and correctly. |   | √ |   |   | Able to communicate confidently using the learnt vocabulary |
|                            |                                  |              | d) Appreciate reading words with the consonant blends in a variety of genres.                            |   | √ |   |   | Reads widely and extensively                                |

|                                     |   |                                |  |  |   |  |  |   |
|-------------------------------------|---|--------------------------------|--|--|---|--|--|---|
| 1.0<br>LISTENING<br>AND<br>SPEAKING | 1.3 Language<br>structures and<br>Functions | Using but,<br>and ,<br>because | a) Respond to<br>questions using<br>conjunctions   |  | √ |  |  | Able to use the<br>given<br>conjunctions<br>properly. |
|                                     |   |                                | b) Appreciate<br>the importance<br>of<br>communicating<br>using<br>conjunctions                  |  | √ |  |  | Shows positive<br>effort in<br>studies.               |
| 1.0<br>LISTENING<br>AND<br>SPEAKING | Attentive<br>listening                      | environment                    | a) Listen<br>attentively<br>during<br>Storytelling.  |  | √ |  |  | A keen listener<br>and very<br>inquisitive.           |
|                                     |   |                                | b) Respond to<br>specific simple<br>two directional<br>instructions in<br>oral<br>communication, |  | √ |  |  | Response to<br>directions<br>effectively.             |

### LITERACY ACTIVITY

| STRAND   | SUB – STRAND | EXPECTED<br>OUTCOMES/<br>INDICATORS  | A | B | C | D | REMARKS   |
|----------|--------------|--|---|---|---|---|---|
| SPEAKING | Talk about   | a) Identify messages<br>conveyed in a thematic<br>story and engage in oral<br>discussions. |   | √ |   |   | Able to get the<br>correct<br>information         |
|          |              | b) Use appropriate<br>expressions to describe<br>people, situations, and<br>events.        |   | √ |   |   | Uses both verbal<br>and nonverbal<br>cues.        |
|          |              | c) Develop an interest to<br>read stories and texts  |   | √ |   |   | Loves reading<br>widely                           |
|          |              | d) Use compound and<br>complex sentences to link<br>thoughts.                              |   | √ |   |   | Can form<br>correct<br>sentences.                 |
|          |              | e) Listen and use talk to<br>organize and clarify<br>thoughts and ideas.                   |   | √ |   |   | Well organized<br>ideas and<br>thoughts.          |
|          |              | f) Appreciate the<br>importance of<br>sharing ones feeling                                 |   | √ |   |   | Able to express<br>self/feelings<br>appropriately |

|               |                         |  |  |   |  |  |  |
|---------------|-------------------------|--|--|---|--|--|--|
| WRITING       | Spelling instruction    | a) Use phonic knowledge to spell and write familiar and unfamiliar words.                        |  | √ |  |  | Able to spell some words correctly.                            |
|               |                         | b) Use simple editing strategies to correct spelling in simple sentences.                        |  | √ |  |  | Able to correct wrongs done in spelling.                       |
|               |                         | c) Appreciate the importance of correct spelling.  |  | √ |  |  | Tries to give the correct spellings.                           |
| 1.0 LISTENING | Storytelling            | a) Listen attentively and confidently respond to stories.  |  | √ |  |  | Has a good listening skill.                                    |
|               |                         | b) Develop vocabulary through listening to stories   |  | √ |  |  | Well-built vocabulary.   |
|               |                         | c) Empathize with familiar people in stories.  |  | √ |  |  | Shows empathy and understanding.                               |
|               |                         | c) Appreciate their culture and values as taught through oral stories                            |  | √ |  |  | Shows positive attitude towards different culture.             |
|               |                         | d) Develop the creative and imaginative power.   |  | √ |  |  | Progressively building on creativity and imaginative thinking. |
| 1.0 LISTENING | Effective communication | a) Listen with increased attention to rhymes, songs, conversations and stories                   |  | √ |  |  | Attentive listener.  |
|               |                         | b) Listen and communicate effectively in varied situations                                       |  | √ |  |  | Love story telling.  |
|               |                         | c) Listen to experiences of others and respond appropriately to the feelings and ideas expressed |  | √ |  |  | Appreciates other people ideas.                                |
|               |                         | d) Develop an interest in listening to texts on varied themes                                    |  | √ |  |  | Shows positive interest.                                       |

## **ENVIRONMENTAL ACTIVITIES**

| <b>STRAND</b>             | <b><u>SUB-STRAND</u></b>   | <b><u>EXPECTED OUTCOMES</u></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>Social Environment</b> | Enterprise projects:<br>Exploring the environment for appropriate income generating activity | Identify a viable income generating activity for the class within the school environment |                 | √               |                 |                 | Is able to suggest income generating activities the class could carry out within the school  |
|                           | Enterprise projects<br>Exploring the environment for appropriate income generating activity  | Analyze income generating activities within the school environment                       |                 | √               |                 |                 | Able to suggest income generating activities the class could carry out within the school like polishing shoes for the learners in school and charge them a little pay  |
|                           | Exploring the environment for appropriate income generating activity                         | Determine a workable income generating activity for their class                          |                 | √               |                 |                 | Able to explore and analyze possible income generating activities for the class e.g. drawing and painting pictures and selling them                                    |
|                           | Exploring the environment for appropriate income generating activity                         | Develop interest in income generating activities within the school                       |                 | √               |                 |                 | Able to suggest a workable income generating activity that they could undertake at school like polishing shoes for the learners in school and charge them a little pay |
|                           | Initiating a class income generating project   | Plan for an income generating Activity for the class                                     |                 | √               |                 |                 | Able to discuss and plan for an age-appropriate income generating activity to be carried out by the class e.g. making flower vases out of tins                         |
|                           | Initiating a class income generating project   | Participate in initiating the class income generating                                    |                 | √               |                 |                 | Able to participate in initiating the selected project   |

|                          |   |   |   |   |  |  |   |
|--------------------------|---|---|---|---|--|--|---|
|                          |   | activity  |   |   |  |  |   |
|                          | Initiating a class income generating project                      | Participate in the management of the class income generating Activity         |   | √ |  |  | Needs guidance to carry out responsibilities as according to the plan   |
| Care for the environment | Caring for plants:<br>Communicating plant protection messages     | Recognize appropriate messages on plant protection in school                  | √ |   |  |  | Able to recognize messages on plant protection in school  |
|                          | Caring for plants:<br>Communicating plant protection messages     | Create appropriate plant protection messages to promote messages conservation | √ |   |  |  | Is able to create plant protection messages using hand scripts, electronics, and print resources.                 |
|                          | Caring for plants:<br>Communicating plant protection messages     | Appreciate plant protection for environmental sustainability                  |   | √ |  |  | Able recite verses and sing songs on plant protection   |
|                          | Caring for animals:<br>Keeping an animal shelter clean and secure | Identify ways of keeping an animal shelter clean at home and school           | √ |   |  |  | Able to identify ways of keeping an animal shelter clean at home and school<br>e.g.sweeping,removing food remains |
|                          | Caring for animals:<br>Keeping an animal shelter clean and secure | -Participate in keeping an animal shelter clean at home and school            |   | √ |  |  | Needs to be guided to participate in keeping animal shelters clean at home or in school                           |
|                          | Caring for animals:<br>Keeping an animal shelter clean and secure | Suggest ways of making an animal shelter secure at home and school            |   | √ |  |  | Abe to name ways of making an animal shelter secure at home and school like locking, putting a roof, fencing      |

|                          |  |  |   |   |  |  |  |
|--------------------------|--|--|---|---|--|--|--|
| Care for the environment | Managing waste:<br>Types of waste in school    | -Identify types of waste in the school environment                                     | √ |   |  |  | Correctly identifies types of waste in the school environment  |
|                          | Managing waste:<br>Types of waste in school    | Sort out different types of waste in the school environment for safe disposal          |   | √ |  |  | Actively and correctly sorts out different types of waste in the school environment for safe disposal  |
|                          | Safety in handling waste                       | -Identify dangers when handling waste in school  | √ |   |  |  | Correctly identifies dangers when handling waste in school like being cut, pricked ,inhaling poisonous gases   |
|                          | Safety in handling waste                       | - Practice safety measures when handling waste in school                               | √ |   |  |  | Practices safety measures when handling waste in school very well by wearing the protective clothes  |
|                          | Safety in handling waste                       | -Communicate safety measures when handling waste in school                             |   | √ |  |  | Using multimedia resources, learners to outline safety measures in handling waste in school  |
|                          | Caring for water:<br>Keeping stored water safe | State the importance of keeping water safe for human and animal use at home and school | √ |   |  |  | Able to state the importance of keeping water safe for human and animal use at home and school i.e. keep us away from diseases                                     |
|                          | Re-using water                                 | Suggest how water could be re-used at home and in school                               | √ |   |  |  | Correctly names ways on how water could be re-used at home and in school e.g. water used for washing clothes could be re-used to clean the house, flush the toilet |



|  |   |   |  |   |  |  |  |
|--|---|---|--|---|--|--|--|
|  | Re-using water  | Participate in re-using water to reduce wastage at home and school          |  | √ |  |  | Able to suggest how they could participate in re-using water to reduce wastage at home and school                    |
|  | Conservation of Energy:<br>Communicating energy conservation messages | Recognize appropriate messages on energy conservation                       |  | √ |  |  | Identifies simple messages on conserving energy using video clips, internet sources, newspaper cutting and brochures |
|  | Conservation of Energy:<br>Communicating energy conservation messages | Create energy conservation messages to promote awareness at home and school |  | √ |  |  | Able to create simple persuasive energy conservation messages  |
|  | Conservation of Energy:<br>Communicating energy conservation messages | Display energy conservation messages to create awareness in school          |  | √ |  |  | Needs guidance to display the energy conservation messages   |

### KISWAHILI ACTIVITY

| MADA          | MADA NDOGO                      | MATOKEO MAALUM YANAYOTARAJIWA  | A | B | C | B | MAONI  |
|---------------|---------------------------------|--|---|---|---|---|--|
| USALAMA WANGU | Kusoma: Hadithi                 | kuchangamkia kusoma hadithi kila siku                                      | √ |   |   |   | Anaweza kusoma hadithi kutoka kwa jitabu mbele ya darasa kwa ukakamavu na ufasaha                |
|               | Sarufi: Matumizi ya Huyo na Hao | kufahamu matumizi ya huyo na hao katika mawasiliano                        |   | √ |   |   | Anasoma sentensi zenye kudhihirisha matumizi ya huyo na hao kama vile: Huyo ni nani? Kwa usahihi |
|               |                                 | kutumia huyo na hao katika sentensi kwa usahihi ili kuimarisha mawasiliano |   | √ |   |   | Anaweza kujaza mapengo kwa kutumia huyo na hao.  |
| HALI YA       | Alfabeti ya                     | Kutambua alfabeti za   |   | √ |   |   | Anasoma alfabeti ya Kiswahili  |

|      |                                      |  |   |   |  |  |  |
|------|--------------------------------------|--|---|---|--|--|--|
| ANGA | Kiswahili                            | Kiswahili ili kuimarisha usomaji   |   |   |  |  | kwa mfuatano   |
|      | Alfabeti ya Kiswahili                | Kuandika alfabeti ya Kiswahili katika kuimarisha uandishi bora   |   | √ |  |  | Anaandika alfabeti ya kiswahili kwa hati bora na nadhifu   |
|      |                                      | Kubainisha tofauti ya irabu na konsonati za Kiswahili ili kuelewa jinsi silabi huundwa                       |   | √ |  |  | Anatofautisha irabu na konsonanti kwa usahihi  |
|      | Msamiati:                            | Kutambua msamiati ambao hutumiwa katika hali ya anga ili kuelezea hali ya anga ifaayo                        | √ |   |  |  | Anatumia msamiati wa hali mbalimbali za anga ifaavyo kuelezea hali ya anga   |
|      |                                      | Kutumia msamiati unaohusu hali ya anga katika sentensi sahihi ili kuimarisha stadi ya kuzungumza na kuandika | √ |   |  |  | Anatunge sentens sahihi akitumia msamiati unaohusu hali ya anga kama vile upepo,jua,mvua,na mawingu                  |
|      | Kusikiliza na kuzungumza: Masimulizi | Kubainisha hali mbalimbali za anga ili kuimarisha mawasiliano  |   | √ |  |  | Anashiriki katika majadiliano kuhusu hali za anga tofauti kama vile upepo,jua,mvua na mawingu katika makundi         |
|      |                                      | Kuthamini umuhimu wa hali ya anga katika maisha ya kila siku   | √ |   |  |  | Anafahamu umuhimu wa hali mbalimbali za anga ifaavyo   |
|      | Kusoma hadithi                       | Kusoma hadithi zinazohusu hali ya anga ili kuimarisha usomaji  | √ |   |  |  | Anaweza kusoma hadithi kutoka kwa kitabu cha hadithi kwa mfululizo na ufasaha  |
|      |                                      | Kufahamu hadithi aliyoisoma kuhusu hali ya anga ili kupata ujumbe  | √ |   |  |  | Anajibu na kuuliza maswali kutokana na hadithi kwa ukakamavu   |
|      | Sarufi:Nafsi ya pili wakati uliopita | Kutambua maneno na viambishi vinavyo wakilisha nafsi ya pili wakati uliopita ili kuimarisha mawasiliano      |   | √ |  |  | Anatumia nafsi ya pili wakati uliopita hali ya umoja na wingi katika mazungumzo(wewe ulienda,nyinyi mlienda) ifaavyo |
|      |                                      | Kutumia nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi ili                             |   | √ |  |  | Anatumie nafsi ya pili wakati uliopita hali ya umoja na wingi katika sentensi kwa ipasavyo                           |

|            |                                  |   |   |   |  |  |  |
|------------|----------------------------------|---|---|---|--|--|--|
|            |                                  | kuimarisha mawasiliano  |   |   |  |  |  |
|            |                                  | Kuandika vifungu vya maneno vinavyoashiria nafsi ya pili wakati uliopita katika hali ya umoja na wingi ili kuimarisha uandishi bora |   | √ |  |  | Anaweza kujaza mapengo kwa kutumia maneno na viambishi vinavyowakilisha nafsi ya pili wakati uliopita kama vile wewe u,li,nyinyi na m hali ya umoja na wingi kwa usahihi |
| Lishe Bora | Msamiati                         | Kutambua msamiati kuhusu lishe bora ili kuimarisha mawasiliano  |   | √ |  |  | Anaelezea maana ya msamiati unaohusiana na lishe bora kama vile Protini,Vitamini,Wanga ifaavyo   |
|            |                                  | Kuandika maneno yanayohusu lishe bora katika kuimarisha uandishi bora   | √ |   |  |  | Ananakili kwenye daftari msamiati uliofunzwa na hati bora na nadhifu   |
|            |                                  | Kutumia msamiati uliosomwa katika kutunga sentensi ili kuimarisha mawasiliano   |   | √ |  |  | Anatumia msamiati wa lishe bora kutunga sentensi ifaavyo   |
|            |                                  | Kuthamini kula chakula kinachofaidi mwili ili kujikinga kutokana na madhara ya ukosefu wa lishe bora                                |   | √ |  |  | Anatambua umuhimu wa lishe bora na madhara ya ukosefu wa lishe bora  |
|            | Kusoma: Hadithi                  | kusoma hadithi kwa mtiririko ufaao ili kuimarisha stadi ya kusoma   | √ |   |  |  | Anasoma hadithi kwa mtiririko ufaao na kwa ufasaha   |
|            |                                  | kufahamu hadithi aliyosoma na kusomewa ili kuelewa ujumbe katika hadithi  |   | √ |  |  | Anajibu na kuuliza maswali kuhusu hadithi kwa ukakamavu  |
|            | Sarufi: Matumizi ya hiki na hivi | kutambua matumizi ya <b>hiki</b> na <b>hivi</b> katika kuimarisha mawasiliano   |   | √ |  |  | Anatambua matumizi ya hiki na hivi kwa ufasaha   |
|            |                                  | kusoma vifungu vinavyojumuisha <b>hiki</b> na <b>hivi</b> katika kuimarisha stadi ya kusoma   |   | √ |  |  | Anasoma vifungu vinavyojumuisha <b>hiki</b> na <b>hivi</b> kama vile –kitabu hiki,vitabu hivi kwa mfululizo na usahihi   |

|                   |  |   |   |  |  |  |
|-------------------|--|---|---|--|--|--|
|                   |  | kuandika vifungu vinavyoashiria <b>hiki</b> na <b>hivi</b> katika kuimarisha stadi ya uandishi                  | √ |  |  | Anaandika vifungu au sentensi zinazojumuisha <b>hiki</b> na <b>hivi</b> kwa hati bora na nadhifu   |
| Mnyama Nimpendaye | Msamiati                                       | kuwatambua wanyama wa nyumbani kwa majina yao ili kujenga stadi ya kuzungumza                                   | √ |  |  | Anawatambua wanyama wa nyumbani kama vile,ng'ombe,mbuzi,kondoo,n gamia na punda kwa ufasaha na ukakamavu   |
|                   | Msamiati                                       | kuelezea maana ya msamiati unaotumiwa katika kutunza wanyama ili kuimarisha mawasiliano                         | √ |  |  | Anaelezea msamiati unaotumiwa katika kutunza wanyama kwa umakinifu   |
|                   | Msamiati                                       | kutumia msamiati unaohusu utunzaji wanyama katika sentensi ili kujenga mapenzi ya kuwatunza wanyama wa nyumbani | √ |  |  | Anaatunga sentensi sahihi kwa kutumia msamiati wa utunzaji wa wanyama kama vile lishe,zizi nk. Ifaavyo.  |
|                   | Msamiati                                       | kuthamini umuhimu wa kuwatunza wanyama wa nyumbani  | √ |  |  | Anaelezea umuhimu wa kuwatunza wanyama wa nyumbani ipasavyo  |
|                   | Sarufi: Matumizi ya <b>Hili</b> na <b>Haya</b> | kusoma vifungu vinavyojumuisha matumizi ya <b>Hili</b> na <b>Haya</b> ili kujenga usomaji                       | √ |  |  | Anasoma vifungu vyenye matumizi ya <b>hili</b> na <b>haya</b> kama vile embe hili-maembe haya,dawati hili-madawati haya kwa ufasaha na ukakamavu |
|                   |  | kuandika vifungu vinavyojumuisha matumizi ya <b>Hili</b> na <b>Haya</b> ili kuimarisha uandishi bora            | √ |  |  | Anaandika vifungu kwa hati bora na nadhifu   |

## **HYGIENE AND NUTRITION 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>  |
|------------------|----------------------------------|--|----------|----------|----------|----------|---|
| FOOD             | Food advertisement               | a) Define advertisement and state where it is done.                                |          | √        |          |          | He is able to explain what advertisement is and where it is done.                                       |
|                  |                                  | b) State how to identify advertisement of food from media.                         |          | √        |          |          | Able to identify advertisement of food from media.  |
|                  |                                  | c) State the effect of food advertisement on our feelings.                         |          | √        |          |          | Was able to tell how advertisement of food on media affect his feelings.                                |
|                  | Handling of cooked foods.        | a) State the hygiene practices that should be observed while handling cooked food. |          | √        |          |          | Was able to explain and state the hygiene practices that should be observed while handling cooked food. |
|                  |                                  | b) Dangers of not observing hygiene practices when handling cooked food.           |          | √        |          |          | Was able to list down dangers of not observing hygiene while handling cooked food.                      |
|                  |                                  | c) State factors to consider when buying food from a vendor.                       |          | √        |          |          | Was able to state some of the factors to consider when buying food from a vendor.                       |
| SAFETY EDUCATION | Waste disposal in the classroom. | a) State types of waste found in the classroom.                                    |          | √        |          |          | He was able state types of waste found in the classroom.  |
|                  |                                  | b) Name and draw the containers used in putting waste in the classroom.            |          | √        |          |          | He drew the container and also named it as  |

|  |                                       |  |   |   |   |   |
|--|---------------------------------------|--|---|---|---|---|
|  |                                       |  |   | √ |   | directed by the teacher.  |
|  |                                       | c) State how to collect and where to dispose waste found in the classroom. |   | √ |   | Was able to show how to collect and dispose the waste found in the classroom.                                     |
|  |                                       | d) List down the importance of waste disposal in the classroom.            |   |   | √ | Was able to list the importance of waste disposal in classroom.   |
|  | Common accidents and basic first aid. | a) Define what common accidents.   | √ |   |   | He was able to define what common accidents are.  |
|  |                                       | b) identify common accident found in the classroom                         |   | √ |   | He was able to identify common accidents in the classroom.  |
|  |                                       | c) State common accidents in the classroom.                                |   | √ |   | He was able to state common accidents in the classroom.   |
|  |                                       | d) List down ways of preventing common accidents in a classroom.           |   | √ |   | Was able to list down ways of preventing common accidents in his classroom.                                       |
|  | First Aid                             | a) Define what first Aid is.   |   |   | √ | He is able to define first aid.   |
|  |                                       | b) List down the procedures on how to administer first Aid for graze.      |   |   | √ | He was able to demonstrate how to administer first aid for graze and also write down all the procedures followed. |
|  |                                       | c) state the procedures on how to administer first aid for pricks          |   |   | √ | He was able to list down the procedure of administering   |

|  |  |   |  |  |   |  |  |
|--|--|---|--|--|---|--|--|
|  |  |   |  |  |   |  | first aid for pricks.  |
|  |  | d) State the procedures of administering first aid for bumps. |  |  | √ |  | He was able to list the procedure for administering first aid for bumps. |

### **CHRISTIAN RELIGIOUS EDUCATION**

| <b>STRAND</b>    |  | <b><u>SUB-STRAND</u></b> | <b><u>EXPECTED OUTCOMES</u></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>  |
|------------------|--|--------------------------|---|-----------------|-----------------|-----------------|-----------------|--|
|                  |  |                          |   |                 |                 |                 |                 |  |
| CHRISTIAN VALUES |  | Responsibility           | a) Mention the items they carry to school to assist them in learning.                       |                 | √               |                 |                 | He was able to list the items they carry in school for learning like a bag, books, a pencil, rubber sharpener and also draw and colour them.   |
|                  |  |                          | b) Acquire the value of responsibility by taking care of the items that they use at school. |                 | √               |                 |                 | He was able to acquire the value of responsibility through taking care of his items in class and also taking care of his classmate belongings. |
|                  |  |                          | c) Appreciate God for helping him to be responsible throughout the term.                    |                 | √               |                 |                 | He showed gratitude to God by thanking, him through prayers.   |
| THE CHURCH       |  | Prayer                   | a) Recite the first four lines of the lord's prayer as a way of communicating to God        |                 | √               |                 |                 | He can now appreciate Jesus as a gift from God in his life.  |

|  |  |                           |  |  |   |   |   |
|--|--|---------------------------|--|--|---|---|---|
|  |  |                           | b) Narrate the story of a friend at mid-night Luke 11:5-10 and apply it in their lives.                          |  | √ |   | He was able to narrate the story of a friend at midnight and relate it with the reasons why God what us to keep on praying. |
|  |  |                           | c) Desire to pray regularly to develop a relationship with God.  |  |   | √ | During devotions he was able to lead in prayers therefore developing a closer relationship with God.                        |
|  |  | The importance of prayer. | A) To state the importance of prayer in his life and that of his family.   |  |   | √ | He was able to state the importance of prayers in his life and in his family.   |
|  |  |                           | b) To state how many times one should pray.  |  | √ |   | He was able to state that prayer should be a lifestyle therefore a person should pray at all times.                         |
|  |  |                           | c) To appreciate Jesus Christ for teaching the lord's prayer and making him know how to pray.                    |  |   | √ | Showed appreciation to Jesus Christ by reciting the lord's prayer.  |
|  |  | The Holy Spirit           | a) State what a promise is and describe the promise Jesus gave to the disciples and desire to have faith in God. |  |   | √ | He was able to define what a promise is and stated the promise Jesus made to his disciples.                                 |
|  |  |                           | b) Appreciate the work of the holy spirit.   |  | √ |   | He can appreciate the work of the holy spirit by demonstrating the fruit of the holy spirit.                                |



|  |  |                              |   |  |   |   |  |   |
|--|--|------------------------------|---|--|---|---|--|---|
|  |  |                              | c) Draw and colour the disciples during the day of Pentecost.                                       |  |   | √ |  | Can be able to draw and colour the disciples of Jesus during the day of Pentecost   |
|  |  | The role of the holy spirit. | a)define what is a role   |  | √ |   |  | He is able to define what a role is.  |
|  |  |                              | b) State the role of the holy spirit to a Christian and discuss his role both in class and at home. |  |   | √ |  | He is able to state the role of the holy spirit and also discuss his roles both at home and school.   |
|  |  |                              | c) Appreciate the role of the holy spirit in their lives.   |  | √ |   |  | He appreciate the role of the holy spirit in his life.  |
|  |  |                              | d) Demonstrate how the holy spirit work in their lives.   |  | √ |   |  | Was able to demonstrate how the holy spirit works in his life through showing love to his classmates, sharing and having joy in what he is doing. |

### 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>S</u>       |
| Uses time wisely                           | <u>S</u>       |

### Key

S – Satisfactory

IN – Improvement needed.



# KINGS INTERNATIONAL ACADEMY

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## COMPETENCE – BASED CURRICULUM

### STUDENT'S EVALUATION REPORT FORM

FACILITATOR'S NAME: M.S MARGARET

STUDENT'S NAME: WALTER ODIMA OMONDI

TERM: THREE

GRADE: 2

YEAR: 2021

| ACTIVITIES  | 1 <sup>ST</sup> C.A.T | 2 <sup>ND</sup> C.A.T | REMARKS   | TRS INITIALS |
|---|-----------------------|-----------------------|-----------|--------------|
| English Language Activities   | 49                    | 50                    | Good      | N.M          |
| Literacy / Reading Activities   | 50                    | 50                    | Excellent | N.M          |
| Total   | 99                    | 100                   | Good work | N.M          |
| Shughuli za lugha   | 48                    | 44                    | vizuri    | M.M          |
| Shughuli za kusoma / insha  | 50                    | 50                    | Vyema     | M.M          |
| Jumla   | 98                    | 94                    | Heko      | M.M          |
| Mathematical activities   | 78                    | 94                    | Good      | M.M          |
| Environmental activities  | 100                   | 87                    | Good      | D.K          |
| Hygiene and nutrition activities                                      | 100                   | 93                    | Good work | M.M          |
| Christian Religious education /<br>Pastoral Program Instructions(PPI) | 100                   | 100                   | Good      | N.M          |
| Movement Activities   |                       |                       |           |              |
| Creative Art and Psychomotor<br>Activities                            | 90                    | 100                   | Excellent | M.M          |
| TOTAL OUTCOME   | 665                   | 668                   | Well done |              |
| OUT OFF   | 700                   | 700                   |           |              |

Facilitator's general remarks: Excellent work Walter, keep it up .

Learner's general ability: Meeting Expectations

Present: 100% Absent:

Closing date: 16.07.2021

Opening date: 27.07.2021

Facilitator's sign:

Principal's sign & school stamp:

Parent's sign:

MM

MWW

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