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**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

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**GRADE : ONE**

**TERM :: TWO**

**YEAR : 2019**

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Numbers | 1.1 Number Concept | a) Sort and group objects according to different attributes within the classroom, |  |  | √ |  | Inconsistent in grouping and sorting objects in the classroom. |
|  |  | b) Pair and match objects in the environment |  |  | √ |  | Able to pair objects according to resemblance. |
|  |  | c) Order and sequence objects in ascending and descending order, |  |  | √ |  | Can group objects in ascending and descending order. |
|  |  | d) Make patterns using real objects, |  |  | √ |  | Can attempt able to create some patterns using objects. |
|  |  | e) Recite number names in order up to 50, |  |  | √ |  | Can attempt to count from 1-50 |
|  |  | f) Represent numbers 1-30 using concrete objects, |  |  | √ |  | Can represent numbers using objects |
|  |  | g) Demonstrate through counting that a group in all situations has only one count, |  |  | √ |  | Attempts to read and count numbers consistently. |
|  |  | h) Appreciate the use of sorting and grouping items in day to day activities. |  |  | √ |  | Able to identify patterns in any given setting. |
| 1.0 Numbers | 1.2 Whole Numbers | a) Count numbers forward and backward up to 100, |  |  | √ |  | Attempts to read and write numbers 1-50 |
|  |  | b) Represent numbers 1-50 using concrete objects, |  |  | √ |  | Can use objects to represent numbers (1-50) |
|  |  | c) Identify place value of ones and tens, |  | √ |  |  | Knows the place value of one’s & tens |
|  |  | d) Read and write numbers 1- 50 in symbols, |  |  | √ |  | Attempts to correctly read and write numbers |
|  |  | e) Write numbers 1-10 in words, |  |  | √ |  | Writes numbers 1-10 in words |
|  |  | f) Identify missing numbers in number patterns up to 20, |  |  | √ |  | Works out missing numbers  From 1-20 |
|  |  | g) Appreciate number patterns by creating and extending patterns during play activities. |  | √ |  |  | Enjoys creating patterns while  Playing |
| 1.0 Numbers | 1.3 Addition | a) Model addition as putting objects together, |  |  | √ |  | Understands the concept of addition, with the signs used. |
|  |  | b) Use ' +' and ' =' signs in writing addition sentences, |  | √ |  |  | Identifies the addition symbols |
|  |  | c) Add 2- single digit numbers up to a sum of 10, |  | √ |  |  | Able to add numbers from (1-10) |
|  |  | d) Add 3- single digit numbers up to a sum of 10 in different contexts, |  | √ |  |  | Able to add 3 digit numbers  (1-10) |
|  |  | e) Add a 2- digit number to a 1- digit number without regrouping, horizontally and vertically with sum not exceeding 100, |  | √ |  |  | Correctly adds 2 -1 digit numbers  Horizontally, and vertically (1-90) |
|  |  | f) Add multiples of 10 up to 100 vertically, |  |  | √ |  | Attempts to Correctly add 10-100 vertically |
|  |  | g) Work out missing numbers in patterns involving addition of whole numbers up to 100. |  |  | √ |  | Works out the missing numbers  In patterns |
| 1.0 Numbers | 1.4 Subtraction | a) Model subtraction as 'taking away' using concrete objects, |  |  | √ |  | Understands the symbols in subtraction, can subtract numbers from (1-90) .Works out missing numbers in patterns. |
|  |  | b) Use the ' - ' and '='signs in writing subtraction sentences, |  |  | √ |  | Understands the signs involved  In subtraction. |
|  |  | c) Subtract single digit numbers, |  |  | √ |  | Able to subtract single numbers |
|  |  | d) Subtract a 1- digit number from a 2- digit number based on basic addition facts, |  |  | √ |  | Can subtract 1- digit number from a 2- digit number |
|  |  | e) Use the relationship between addition and subtraction in working out problems involving basic addition facts, |  |  | √ |  | Can relate the approach  Between addition and subtraction  And work out problems with the  Same. |
|  |  | f) Subtract multiples of 10 up to 90, |  |  | √ |  | Can subtract multiples  Of numbers (10-90) |
|  |  | g) Work out missing numbers in patterns involving subtraction of whole numbers up to 100. |  |  | √ |  | Finds the missing numbers in patterns (1-100) |
| Measurement | Length | a) Compare length of objects directly, |  |  | √ |  | Able to identify and group objects in terms of length directly. |
|  |  | b) Conserve length through manipulation, |  |  | √ |  | Can conserve length through manipulation. |
|  |  | c) Measure length using arbitrary units. |  |  | √ |  | Can measure length using  Arbitrary units |
| Measurements | Mass | a) Compare mass of objects directly, |  |  | √ |  | Able to compare mass of objects  directly |
|  |  | b) Conserve mass through manipulation, |  |  | √ |  | Can conserve mass through manipulation |
|  |  | c) Measure mass using arbitrary units. |  |  | √ |  | Measures mass using arbitrary units |

**ENGLISH ACTIVITY**

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| **STRAND** | **SUB - STRAND** | **THEME** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING AND SPEAKING | Attentive listening |  | a) Listen attentively during a conversation |  |  | √ |  | Shows effort to listen attentively though at times she is easily distracted |
|  |  |  | b) Respond to simple specific one- directional instructions in oral communication, |  | √ |  |  | Follows directions promptly and accurately |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  | √ |  |  | shows a positive effort to learn |
| 1.0 LISTENING AND SPEAKING | Pronunciation and Vocabulary |  | a) Discriminate the sounds indifferent spoken words for comprehension, |  |  | √ |  | Able to recognize different sounds. |
|  |  |  | b) pronounce the words with the sounds in isolation in preparation for reading, |  | √ |  |  | Able to articulate words properly |
|  |  |  | c) recognize new words used in the themes to acquire a range of vocabulary and their meaning, |  |  | √ |  | Able to recognize a few new words |
|  |  |  | d) use new words in relevant contexts in oral communication, |  |  | √ |  | Able to use new word learnt in relevant context. |
|  |  |  | e) enjoy using the vocabulary learnt to communicate confidently in various contexts |  | √ |  |  | shows a conscientious effort to learn |
|  |  |  | f) Appreciate the variation in meaning of similar sounding words that look different. |  |  |  |  | Able to recognize words with the same sound |
| 1.0 LISTENING AND SPEAKING | 1.3 Language structures and Functions | Welcome and Greetings | a) Use the various realizations of the verb ‘to be’ to introduce oneself or others, to talk about objects and to show politeness in day to day communication. |  |  | √ |  | Able to construct sentences using ‘to be’ verb |
|  |  |  | b) Recognize the present tense forms of the verb ‘to be’ in sentences. |  | √ |  |  | Able to recognize the verb |
|  |  |  | c) Appreciate the various forms of the verb ‘to be’ in their day to day communication. |  | √ |  |  | shows a positive effort in learning |
| 1.0 LISTENING AND SPEAKING | 1.4 Language structures and functions | School  Subject-verb agreement  (Am, is, are) | a) Construct simple sentences about objects in the classroom, with correct subject-verb agreement for effective communication. |  |  |  |  | Able to form sentences using different classroom objects |
|  |  |  | b) Recognize correct use of subject-verb agreement to in statements and questions. |  | √ |  |  | Able to recognize the subject verb agreement. |
|  |  |  | c) Appreciate the importance of subject verb agreement for fluency. |  | √ |  |  | Shows positive response while using the subject verb agreement |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Family  Personal pronouns; I, you, it | a) Use personal pronouns in relation to gender, number and objects appropriately in dialogues, |  | √ |  |  | She is able to use the pronouns accordingly |
|  |  |  | b) Pick out personal pronouns in oral conversations about members of the family, |  | √ |  |  | able to identify personal pronouns |
|  |  |  | c) Appreciate the use of personal pronouns in effective communication |  |  | √ |  | has shown improvement in her communication |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Home  Singular/plural (addition of‘s’ only) | a) Use singular and plural forms of nouns to talk about objects at home |  |  | √ |  | can use singular and plural |
|  |  |  | b) Ask questions about numbers using “how many?” |  |  | √ |  | Able to use how many in questions |
|  |  |  | c) Distinguish between singular and plural nouns correctly to demonstrate an understanding of the concept of number |  |  | √ |  | Uses singular and plural of nouns correctly. |
|  |  |  | d) Appreciate the importance of using singular and plural nouns for effective oral communication |  | √ |  |  | is interested in her own learning |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Time  Present Simple tense | a) Use present simple tense forms to talk about the time of the day (morning, mid-day, evening) |  |  | √ |  | Can recognize simple tense |
|  |  |  | b) Apply simple present tense to sequence routine or daily activities in oral communication. |  |  | √ |  | Can use the simple tense appropriately. |

LITERACY ACTIVITY

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| **STRAND** | **SUB – STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING | Listen to instructions and questions | a) Listen attentively to a variety of simple instructions and questions |  | √ |  |  | Listens attentively to questions and instructions. |
|  |  | b) Respond appropriately and confidently to a variety of simple instructions and questions |  | √ |  |  | listens to and follows directions precisely and attentively |
|  |  | c) Use appropriate courtesy words and phrases in giving and responding to instructions and questions |  | √ |  |  | Able to use correct language |
|  |  | d) Apply the vocabulary learnt to give instructions and ask questions |  | √ |  |  | shows a positive effort to learn new concept |
|  |  | e) Appreciate the importance of giving and responding to instructions and questions appropriately |  | √ |  |  | follows directions effectively |
| 1.0 LISTENING | 1.2 Phonological Awareness | * Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words |  | √ |  |  | Can articulate words properly |
|  |  | b) Segment syllables in spoken words and onset rimes of single-syllable words |  | √ |  |  | Able to blend syllables and rhyming words |
|  |  | c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation |  |  |  |  | Able to break the syllables |
|  |  | d) Add or substitute individual sounds in simple, one-syllable words to make new words. |  | √ |  |  | Able to form new words from syllables |
|  |  | e) Recognize and sound the commonly used letter sounds and syllables |  | √ |  |  | Able to recognize sounds correctly |
|  |  | f) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles |  | √ |  |  | Able to articulate words correctly |
| 1.0 LISTENING | 1.3 Story Telling | a) Listen attentively and confidently respond to stories |  |  | √ |  | Listens keenly and interacts with peers. |
|  |  | b) Use a variety of thematic vocabulary |  |  | √ |  | Can construct sentences using learnt vocabulary |
|  |  | c) Develop an interest in listening to oral stories |  |  |  |  | Keen listener and very observant |
|  |  | d) Appreciate their culture and values as taught through oral stories |  | √ |  |  | Able to appreciate other people’s culture |
|  |  | e) Empathise with familiar people in stories |  | √ |  |  | Shows empathy with different characters |
|  |  | f) Develop their creative and imaginative power as they create mental images of the oral stories |  |  | √ |  | can form stories from pictures |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | | **SUB-STRAND** | | | | **EXPECTED OUTCOMES** | **A** | | **B** | | | | | **C** | | | **D** | | | **REMARKS** | |
| 1.0 Environment and its resources | | 1.7 Energy  1.7.1 Producing  sounds | | | | a) Recognize sounds in the immediate  environment. |  | | √ | | | | |  | | |  | | | Is able to recognize sounds in the environment for example sounds of birds, animals and people. | |
|  | |  | | | | b) Identify ways of producing sounds from different objects. |  | | √ | | | | |  | | |  | | | Is able to identify ways of producing sounds from objects by hitting, shaking, plucking and clapping. | |
|  | |  | | | | c) Create sounds from a variety of sources for enjoyment. |  | | √ | | | | |  | | |  | | | Able to produce sound by clapping,singing,whistling,hitting tables e.t.c. | |
|  | |  | | | | d) Develop curiosity in producing sounds from different objects. |  | | √ | | | | |  | | |  | | | Enjoyed producing sounds by shakers, blowing empty bottles, making shakers from bottles and stones, spoons and plates. | |
|  | | 1.7.2 Sounds that  alert us on danger | | | | a) Identify sounds that alert us on dangers in the immediate environment. |  | | √ | | | | |  | | |  | | | Is able to identify special sounds like hooting of cars, ambulance, police, fire engine sirens and dogs barking. | |
|  | |  | | | | b) Discriminate sounds that alert us on dangers for appropriate response. |  | | √ | | | | |  | | |  | | | Able to take appropriate response on different alerts of special sounds. | |
|  | |  | | | | c) Appreciate different sounds that alert on dangers. |  | | √ | | | | |  | | |  | | | Able to state the importance of different special sounds. | |
|  | | 1.7.3 Harmful effects  of loud sounds | | | | a) Identify sources of loud sounds in the immediate environment. |  | | √ | | | | |  | | |  | | | Able to identify sources of loud sounds for example screaming, posho mills and speakers. | |
|  | |  | | | | b) Recognize harmful effects of loud sound to health and safety. |  | | √ | | | | |  | | |  | | | States the harmful effects of loud sound to the ears. | |
|  | |  | | | | c) Observe practices that limit harmful effects of loud sounds. |  | | √ | | | | |  | | |  | | | Able to take appropriate action like moving away from loud sound and reducing volume. | |
|  | |  | | | | d) Demonstrate willingness to limit harmful effects of loud sounds to self and others. |  | | √ | | | | |  | | |  | | | Demonstrates willingness through making posters to warn the public on harmful effects of loud sounds. | |
| 2.0 Social Environment | | **Home Environment**  2.1.1 Caring for things found in the home | | | | a) Name various things found in the home. |  | | √ | | | | |  | | |  | | | Able to name different things found at home e.g cups,plates,chairs e.t.c | |
|  | |  | | | | b) Care for things found in the home. |  | | √ | | | | |  | | |  | | | Able to name ways of caring for things found at home e.g washing and wiping. | |
|  | |  | | | | c) Develop positive attitude towards caring for things in the home. |  | | √ | | | | |  | | |  | | | Able to state the importance of caring for things in the home. | |
|  | | 2.1.2 Keeping home environment clean | | | | a) Identify what makes the home environment dirty. |  | | √ | | | | |  | | |  | | | Able to name things that make the home environment dirty e.g. papers and dust. | |
|  | |  | | | | b) Participate actively in making the home environment clean. |  | | √ | | | | |  | | |  | | | Participated actively in washing cups and plates to make the home environment clean. | |
|  | |  | | | | c) Demonstrate willingness to keep the home environment clean. |  | | √ | | | | |  | | |  | | | Participated and demonstrated washing and wiping plates. | |
| Social Environment | | 2.1.3 Keeping safe and secure in the home | | | | a) Recognize common risks at home. |  | | √ | | | | |  | | |  | | | Able to name risks at home like fire, cuts and falls. | |
|  | |  | | | | b) Observe safety and security in the home environment to avoid risks to self and others. |  | |  | | | | | √ | | |  | | | Able to name how to take safety measures at home for self and others. | |
|  | |  | | | | c) Demonstrate responsibility towards own safety and security in the home environment. |  | |  | | | | | √ | | |  | | | Names ways of how to be safe at home. | |
|  | | 2.1.4 Child Rights and responsibilities in the family | | | | a) Identify child rights in the family | |  | | √ | | | |  | | |  | | | Correctly identifies rights and responsibilities in the family e.g. right to name, right to education |
|  | |  | | | | b) Demonstrate responsibilities of a child in the family | |  | | √ | | | |  | | |  | | | Is able to demonstrate responsibilities of a child in the family e.g. brushing teeth, making own bed |
|  | |  | | | | c) Develop a sense of responsibility for social cohesion | |  | |  | | | | √ | | |  | | | Has a sense of responsibility for social cohesion |
|  | | 2.1.5 Meeting family needs | | | | a) Recognize basic needs in the family | |  | | √ | | | |  | | |  | | | Consistently recognizes basic needs i.efood,clothes,water and shelter |
|  |  | | | | b) Identify ways in which parents or guardians meets basic family needs | | |  | | | √ | |  | | |  | | | Correctly identifies ways in which parents or guardians meets basic family needs like shop keeping, farming ,employment | | | |
|  |  | | | | c) Appreciate the efforts of parents or guardians in meeting family needs | | |  | | | **√** | |  | | |  | | | Always appreciates the efforts of parents or guardians in meeting family needs | | | |
| **2.0 Social Environment** | **2.2 Enterprise projects**  **2.2.1 Ways of making money in the family** | | | | a)Identify ways of making money rightfully in the family | | |  | | | **√** | |  | | |  | | | Identifies ways of making money rightfully in the family e.g. by making clothes and selling them, working in the office and get paid. | | | |
|  |  | | | | b) Demonstrate awareness of rightful ways of making money to promote good citizenship | | |  | | | **√** | |  | | |  | | | Demonstrates awareness of rightful ways of making money to promote good citizenship.i.e is aware that people have to work and get paid. | | | |
|  |  | | | | c) Appreciate genuine ways of making money as good citizens. | | |  | | | **√** | |  | | |  | | | Is able to name the importance of working to get money. | | | |
|  | **2.2.2 Exploring the environment for appropriate income generating activities** | | | | a)Identify income generating activities for the family | | |  | | | **√** | |  | | |  | | | Is able to suggest possible income generating activities for the family e.g. plant vegetables and sell | | | |
|  |  | | | | b)Suggest possible income generating activities for the family | | |  | | |  | | **√** | | |  | | | Is able to suggest possible income generating activities for the family e.g. keep diary animals and sell the milk | | | |
|  |  | | | | c)Demonstrate interest in the income generating activities at home | | |  | | |  | |  | | |  | | | Enjoys accompanying parents and guardians to their work place to see how they work and help them. | | | |
| **KISWAHILI ACTIVITY** | | | | | | | | | | | | | | | | | | | | | | | |
| **MADA** | | | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | | | **A** | | **B** | | | **C** | | | **D** | | | **MAONI** | | | | | |
| **Siku za Wiki** | | | **Kusikiliza na kuzungumza : Msamiati** | a) Kutambua siku za wiki katika mawasiliano ya kila siku | | |  | | √ | | |  | | |  | | | Anatambua vyema siku za wiki yaani: Jumamosi,Jumapili,Jumatatu katika chati | | | | | |
|  | | |  | b) Kutaja majina ya siku za wiki kwa mfululizo ili kumsaidia kuratibu shughuli za siku | | |  | | √ | | |  | | |  | | | Anataja majina ya siku za wiki kwa mfululizo kuanzia Jumamosi hadi Ijumaa | | | | | |
|  | | |  | c) Kuelezea shughuli za siku mbalimbali za wiki ili kujenga stadi za kuzungumza | | |  | |  | | | √ | | |  | | | Ana changamoto kuelezea shughuli za siku mbalimbali k.v. Jumatatu naenda shule,Jumapili nashiriki ibada. | | | | | |
|  | | |  | d) Kutumia majina ya siku za wiki kutunga sentensi ili kuimarisha mawasiliano | | |  | | √ | | |  | | |  | | | Anatumia majina ya siku za wiki ipasavyo kutunga sentensi. | | | | | |
|  | | |  | e)Kuthamini kila siku ya wiki ili kutilia maanani shughuli za siku husika maishani. | | |  | |  | | | √ | | |  | | | Ana changamoto katika kufahamu umuhimu wa siku za wiki kwenye shughuli za maisha. | | | | | |
|  | | | **Kusikiliza na Kuzungumza : Masimulizi** | a) Kusimulia matukio katika siku tofauti za wiki ili kujenga stadi ya kuzungumza | | |  | |  | | | √ | | |  | | | Ana changamoto katika kusimulia matukio ya siku tofauti za wiki. | | | | | |
|  | | |  | b) Kufahamu masimulizi ya matukio ya siku za wiki aliyosimuliwa ili kupata ujumbe | | |  | | √ | | |  | | |  | | | Anafahamu masimulizi ya matukio ya siku za wiki vyema. | | | | | |
|  | | |  | c)Kuonyesha umakinifu wa kusikiliza katika mawasiliano | | |  | | √ | | |  | | |  | | | Anajibu maswali kuhusu kisa alichokisikiliza kwa umakinifu | | | | | |
|  | | |  | d)Kuchangamka masimulizi maishani ili kuimarisha usikivu | | |  | | √ | | |  | | |  | | | Anasikiliza na kujibumaswali kuhusu kisa alichokisikiliza kwa ufasaha. | | | | | |
|  | | | **Kusoma: Hadithi** | a) Kutambua msamiati uliotumika katika hadithi ili kuimarisha ufahamu | | |  | | √ | | |  | | |  | | | Anatambua msamiati uliotumika katika hadithi na kuelezea maana yake kwa ufasaha | | | | | |
|  | | |  | b) Kusikiliza hadithi zikisomwa na mwalimu zinazojumuisha matukio ya siku za wiki ili kujenga umakinifu | | |  | | √ | | |  | | |  | | | Anasikiliza hadithi za matukio ya siku za wiki kwa umakinifu na kuuliza maswali. | | | | | |
|  | | |  | c) Kufahamu hadithi aliyosomewa katika mada ili kupata ujumbe | | |  | | √ | | |  | | |  | | | Anashiriki vyema katika majadiliano kuhusu hadithi aliyosomewa | | | | | |
|  | | |  | d)Kuchangamkia kusikiliza hadithi kila siku | | |  | | √ | | |  | | |  | | | Anafurahia kusoma na kusikiliza hadithi kila siku. | | | | | |
| **Familia** | | | **Sauti na majina ya herufi za kiswahili** | a) Kutamka sauti nne za herufi moja ili kuimarisha mazungumzo | | |  | | √ | | |  | | |  | | | Anatamka sauti nne za herufi moja ipasavyo. | | | | | |
|  | | |  | b)Kutambua sauti za herufi moja zilizofunzwa katika maneno ili kuimarisha mazungumzo. | | |  | | √ | | |  | | |  | | | Anatambua sauti za herufi moja kwa usahihi | | | | | |
|  | | |  | c) Kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anatambua majina ya herufi zinazowakilisha sauti lengwa vyema. | | | | | |
|  | | |  | d) Kusoma herufi za sauti moja katika kujenga stadi ya kusoma. | | |  | | √ | | |  | | |  | | | Anasoma herufi za sauti moja kwa ukakamavu. | | | | | |
|  | | |  | e) Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma. | | |  | | √ | | |  | | |  | | | Anasoma maneno kwa kutumia silabi kwa ufasaha. | | | | | |
|  | | |  | f) Kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anasoma vifungu vilivyo na maneno yaliyo na sauti lengwa ipasavyo | | | | | |
|  | | | **Kusikiliza na kuzungumza: Maneno ya heshima** | a) Kutambua maneno ya heshima katika familia | | |  | | √ | | |  | | |  | | | Anatambua maneno ya heshima kama vile asante,pole na naomba. | | | | | |
|  | | |  | b) Kutumia maneno ya heshima katika mawasiliano | | |  | |  | | | √ | | |  | | | Anatumia baadhi ya maneno ya heshima katika mawasiliano. | | | | | |
|  | | |  | c)Kuambatanisha maneno ya heshima na hisia zifaazo katika mawasiliano | | |  | | √ | | |  | | |  | | | Anaambatanisha maneno ya heshima na hisia ipasavyo. | | | | | |
|  | | |  | d)Kuthamini matumizi ya maneno ya heshima katika mawasiliano ya kila siku | | |  | | √ | | |  | | |  | | | Anatambua umuhimu wa matumizi ya maneno ya heshima katika mawasiliano. | | | | | |
|  | | | **Kusoma: Hadithi** | a) Kutambua msamiati uliotumika katika hadithi | | |  | | √ | | |  | | |  | | | Anatambua msamiati wa familia uliotumika kwenye hadithi kama vile baba,mama,kaka na dada. | | | | | |
|  | | |  | b) Kusikiliza hadithi zikisomwa na mwalimu zinazohusu familia darasani | | |  | | √ | | |  | | |  | | | Anasikiliza kwa umakinifu hadithi ikisomwa na mwalimu kuhusu familia na kujibu maswali ipasavyo. | | | | | |
|  | | |  | c) Kusoma hadithi kuhusu familia darasani | | |  | | √ | | |  | | |  | | | Anasoma hadithi kuhusu familia kwa umakinifu | | | | | |
|  | | |  | d) Kufahamu hadithi aliyosomewa kuhusu familia darasani | | |  | | √ | | |  | | |  | | | Anafahamu hadithi kuhusu familia na kujibu maswali ipasavyo. | | | | | |
|  | | |  | e)Kuchangamkia kusikiliza hadithi kila siku | | |  | | √ | | |  | | |  | | | Anafurahia kusikiliza hadithi kila siku. | | | | | |
|  | | | **Sarufi: Nafsi ya kwanza wakati uliopo** | a )Kutambua maneno na viambishi vinavyotumika kuonyesha nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi | | |  | | √ | | |  | | |  | | | Anatambua maneno yanayoonyeshanafsi ya kwanza hali ya umoja na wingi katika sentensi vyema . kwa mfano: Mimi ninapika-Sisi tunapika | | | | | |
|  | | |  | b) Kusoma vifungu vya maneno vinavyoashiria nafsi ya kwanza wakati uliopo hali ya umoja na wingi. | | |  | | √ | | |  | | |  | | | Anasoma vifungu vya meneno yenye nafsi ya kwanza umoja na wingi kwa ukakamavu | | | | | |
|  | | |  | c)Kutumia nafsiya kwanza wakati uliopo hali ya umoja na wingi katika sentensi. | | |  | | √ | | |  | | |  | | | Anatumia nafsi ya kwanza kwa umoja na wingi ipasavyo katika sentensi | | | | | |
|  | | |  | d)Kuandika vifungu vya maneno vinavyoashiria nafsi ya kwanza hali ya umoja na wingi | | |  | | √ | | |  | | |  | | | Anaandika vifungu vya maneno vinavyoashiria nafsi ya kwanza hali ya umoja na wingi kw hati nadhifu | | | | | |
| **Mwili Wangu** | | | **Sauti na majina ya herufi za kiswahili** | a)Kutamka sauti nne za herufi moja katika kuimarisha mazungumzo | | |  | | √ | | |  | | |  | | | Anatamka sauti lengwa vyema | | | | | |
|  | | |  | a)Kutambua sauti za herufi moja zilizofunzwa katika maneno | | |  | | √ | | |  | | |  | | | Anatambua sauti za herufi moja zilizofunzwa vyeme | | | | | |
|  | | |  | c)Kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anasoma majina ya herufi zinazowakilisha sauti lengwa vyema | | | | | |
|  | | |  | d) Kusoma herufi za sauti moja katika kujenga stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anasomaherufi za sauti moja kwa ufasaha | | | | | |
|  | | |  | e)Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anasoma maneno kwa kutumia silabi zinazotokana na sauti lengwa kwa ufasaha | | | | | |
|  | | |  | f)Kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anasoma vifungu vilivyo na maneno yaliyo na sauti lengwa vyema | | | | | |
|  | | | **Msamiati** | a)Kutambua sehemu za mwili katika mawasiliano | | |  | | √ | | |  | | |  | | | Anatambua sehemu za mwili katika mawasiliano vyema kama vile:kichwa,macho | | | | | |
|  | | |  | b)Kutumia majina ya sehemu za mwili katika kutunga sentensi | | |  | | √ | | |  | | |  | | | Anatumia majina ya sehemu za mwili ipasavyo kutunga sentensi | | | | | |
|  | | |  | c)Kusoma majina ya sehemu za mwili katika kuimarisha stadi ya kusoma | | |  | | √ | | |  | | |  | | | Anasoma majina ya sehemu za mwili kwa ufasaha | | | | | |
|  | | |  | d)Kuandika majina ya sehemu za mwili katika kuimarisha stadi ya kuandika | | |  | | √ | | |  | | |  | | | Anaandika majina ya sehemu za mwili kwa hati bora | | | | | |
|  | | |  | e) Kuchangamkia utunzaji wa sehemu za mwili katika kuimarisha afya. | | |  | |  | | | √ | | |  | | | Anaendelea na kujifunza kuhusu jinsi ya kutunza sehemu mbalimbali za mwili katika kuimarisha afya. | | | | | |
|  | | | **Kusikiliza na Kuzungumza:Masimulizi** | a)Kutambua sehemu za mwili katika mawasiliano | | |  | | √ | | |  | | |  | | | Anatambua vyema sehemu za mwili | | | | | |
|  | | |  | b)Kueleza matumuzi ya sehemu za mwili ili kuthamini mwili wake | | |  | | √ | | |  | | |  | | | Anaeleza matumizi ya sehemu ipasavyo | | | | | |
|  | | |  | c)Kusimulia visa kuhusu sehemu za katika kujenga stadi ya kuzungumza | | |  | |  | | | √ | | |  | | | Anasimuilia baadhi ya visa kuhusu sehemu za mwili | | | | | |
|  | | |  | d)Kuthamini sehemu za mwili wake maishani | | |  | |  | | |  | | |  | | | Anatambua vyema umuhimu wa sehemu mbalimbali za mwili | | | | | |
|  | | | **Sarufi:Umoja na wingi wa majina** | a)Kutambua majina ya sehemu za mwili katika umoja na wingi ili kuimarisha mawasiliano | | |  | | √ | | |  | | |  | | | Anatambua vyema umoja na wingi wa sehemu za mwili | | | | | |
|  | | |  | b)Kutumia majina ya sehemu za mwili kwenye sentensi katika umoja na wingi ili kuimarisha mawasiliano | | |  | | √ | | |  | | |  | | | Anatumia majina ya sehemu za mwili kwenye sentensi katika umoja na wingi kwa usahihi | | | | | |
|  | | |  | c)Kusoma sentensi zinazojumuisha sehemu za mwili katika umoja na wingi ili kuimarisha stadi ya kusoma | | |  | |  | | | √ | | |  | | | Anasoma baadhi ya sentensi zinazojumuisha sehemu za mwili katika umoja na wingi kwa ufasaha | | | | | |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| **2.0 Personal Hygiene** | **2.2 Use of toilet and latrines** | a) Identify a toilet/latrine and urinal in the school. |  | √ |  |  | Able to identify a toilet and urinal in the school, but latrine from pictures. |
|  |  | b) State why we need to use a toilet in our environment for the wellbeing of self and others. |  | √ |  |  | Able to state the importance of using a toilet (to be safe from diseases). |
|  |  | c) Use appropriately a toilet/latrine and urinal in their locality. |  | √ |  |  | Able to use a toilet/urinal appropriately in their locality. |
|  |  | d) Dispose of soiled materials used in the toilet. |  | √ |  |  | Disposes off soiled material in the toilet appropriately. |
|  |  | e) Appreciate the importance of using the toilet correctly within their environment. |  | √ |  |  | Observes simple toileting etiquette (Flushing the toilet, not eating in the toilet) to avoid spread of diseases. |
| **3.0 Foods** | **3.1 Food sources** | a) Name the different sources of food in their locality. |  | √ |  |  | Able to name different sources of food in their locality i.e from animals and plants. |
|  |  | b) Classify food into plant and animal sources. |  | √ |  |  | Correctly classifies food into animals and plant sources. |
|  |  | c) Embrace the different sources of food in their locality. |  | √ |  |  | Appreciates the different sources of food in their locality. |
|  | **3.2 Eating habits** | a) Name foods and drinks they consume on a daily basis  b)Mention their likes and dislikes of food and drinks they at home |  | √  √ |  |  | Names foods and drinks they consume daily  Mentions their food like and dislike |
|  |  | c) Choose healthy food for strong teeth |  | √ |  |  | Able to choose good food for healthy teeth |
|  |  | d )Appreciate healthy food for teeth |  |  | √ |  | Is learning to keep a daily log on foods and drinks they choose for healthy teeth |
|  | **3.3 Using our senses to identify food** | a )Mention different foods eaten at home or at school |  | √ |  |  | Correctly mentions different foods eaten at home and at school |
|  |  | b) Identify common foods in the locality |  | √ |  |  | Correctly identifies common foods in their locality using their senses |
|  |  | c) Look at,taste,touch,and smell some selected foods for fun |  | √ |  |  | Able to classify foods using senses |
|  |  | d) Appreciate different foods in the locality irrespective of color,taste,touch and smell |  | √ |  |  | States the importance of fruits in their locality |
|  | **3.4 Cleaning of fruits** | a) Mention fruits eaten in their locality |  | √ |  |  | Correctly mentions fruits in their community |
|  |  | b) Tell how to choose fruits eaten within their locality |  | √ |  |  | Tells how to choose fruits i.e. fruits which are not rotten ,without insects ,discolored |
|  |  | c) Wash fruits before eating to prevent illnesses |  | √ |  |  | Able to wash fruits before eating |
|  |  | d) Appreciate the importance of washing fruits before eating to prevent illnesses |  | √ |  |  | Knows the importance of washing fruits before eating |

**CHRISTIAN RELIGIOUS EDUCATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Bible story | 1.1 Elijah and the chariot of fire | a) Narrate the story of Elijah and the chariot of fire and apply it their relationship with others |  |  | √ |  | She tried to narrate the story of Elijah and the chariot of fire, she was able to relate to how she relate with her classmates. |
|  |  | b) Identify the lesson learned values acquired from the story Elijah and the chariot of fire |  |  | √ |  | From the story she was able to acquire the value of obedience which she demonstrated in class. |
|  |  | c) Recognize the importance of pleasing God and state ways of pleasing God in their daily life |  |  | √ |  | She was able to state some ways of pleasing God in her life. |
|  |  | d) Appreciate father-son relationship between Elijah and Elisha and desire to honor their parents |  |  | √ |  | She tried to make a card to appreciate and honour her parent. |
| The early of life Jesus | The birth of Jesus Christ | a) Mention the parents of Jesus and identify it with their own |  | √ |  |  | She was able to spell her parents’ names and also name Jesus parents. |
|  |  | b) Identify the city Jesus was born and recognize the importance of children to their parents. |  | √ |  |  | She was able to name the city where Jesus was born and she was also able to state the importance of her to her parents. |
|  |  | c) Describe the joy of the shepherds when Jesus was born relate with theirs when a child is born in their family |  | √ |  |  | She was able to tell how she feels when she sees a new born baby brought at home. |
|  |  | d) ) Understand the reason why they celebrate Christmas and relates with their birth day |  |  | √ |  | She was able to tell some of the event that takes place during a birthday party and state why she celebrates Christmas. |
|  |  | e) Identify the values and lessons learned from the birth of Jesus and apply it in their daily life |  |  | √ |  | She developed the value of love which was evident In how she related well with her classmates. |
| The early life of Jesus Christ | Jesus Christ at the temple | a) Identify the reason why Jesus went to the temple and compare to themselves going to church |  |  | √ |  | She was able to state some reasons why Jesus went to the temple and why she also goes to church. |
|  |  | b). Tell the reason why Jesus remained in the temple |  |  | √ |  | Was able to tell some reasons why Jesus stayed in the temple after his parents left. |
|  |  | c) Emulate Jesus example by obeying his parents |  | √ |  |  | She has been very obedient both at school and at home. |
|  |  | d) Desire to follow Jesus Christ example to accompany their parents to church |  | √ |  |  | She goes to church every Sunday where she is an active member of Sunday school. |
|  |  | e)Recognize the importance of going to church to enhance spiritual growth |  | √ |  |  | She has grown spiritually by going to church every Sunday. |
| The early life of Jesus Christ | The baptisms of Jesus Christ | 1. Identify the reason why people get baptized |  |  | √ |  | Was able to state some reasons why people get baptized. |
|  |  | b) Describe the events that took place in the baptism of Jesus Christ |  |  | √ |  | Was able to narrate some events that took place during the baptism of Jesus Christ. |
|  |  | c) Identify the lesson learned and values acquire in the baptism of Jesus Christ and applied in their day to day life |  |  | √ |  | She was able to learn how to be humble just like Jesus Christ was humble. |
|  |  | d) Understand the importance of baptism as it creates a bond between us and God |  |  | √ |  | Was able to understand the importance of baptism. |
| Early life of Jesus Christ | wedding at Cana | a) Describe what happened at the wedding in Cana |  |  | √ |  | Was able to narrate some events that took place at Cana of Galilee. |
|  |  | b) Identify the importance of believing in Jesus as he was able to perform a miracle |  |  | √ |  | She believed in Jesus to pass her exams. |
|  |  | c) Identify the values and lessons learned from what happened at the wedding in Cana |  | √ |  |  | She learnt how to trust in Jesus in everything she was doing. |
| The early life of Jesus Christ | Healing of Simon peters mother in law | a)Describe how Simon peters mother in law show she was grateful to Jesus for healing her |  |  | √ |  | She described how joyful Simon peters mother was after she was healed by peter. |
|  |  | b) Recognize the importance of having faith in Jesus like Simon peters mother in law |  |  | √ |  | She recognizes how important faith in God was in her life. |
|  |  | c) Appreciate any good deed done to them |  | √ |  |  | She appreciated her parents for paying her school fees. |
| Christian values | sharing | a) Identify items they share at home to enhance togetherness |  | √ |  |  | She named some items they share at home as a family. |
|  |  | b)Understand the reason why they should share at home or school |  |  | √ |  | She is able to give reasons why she should share at home with the rest of the family members. |
|  |  | c)Narrate the story of a little boy with two fish and five loaves of bread |  |  | √ |  | She narrated the story of a little boy with two fish and loaves of bread. |
|  |  | c)Understand the importance of believing God through blessing two fish and five loaves of bread to feed the people |  |  | √ |  | She understood the importance of believing in God. |
|  |  | d) Appreciate the environment by keeping it clean and sharing the responsibilities in cleaning the environment |  |  | √ |  | She was able to participate in cleaning the classroom thus learning the value of appreciating the environment. |
| Christian values | obedience | a)Identify ways they should obey their parents |  | √ |  |  | Was able to state ways of showing obedience to her parents. |
|  |  | b)Recognize the reason why they should obey their |  |  | √ |  | Was able to recognize reasons why she should obey her parents. |
|  |  | c) Identify the reason why they should why respect and obey the elders |  |  | √ |  | Was able to state reasons why she should respect and obey her elders. |

**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 |  |  |  | √ | Is empathetic and team player | Is expressive and patient but still needs more encouragement in being responsible |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  |  | √ |  | Engages in creative processes and is very appreciative | Needs to be more actively engaged demonstrating openness to new experiences |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  |  |  | √ | Still learning to be more reflective and a problem solver | Is curious however needs to be more inquisitive |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  |  |  | √ | Still learning the aspect of belonging ,patriotism and nationalistic | Is empathetic and learning to be responsible and decision maker |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  |  |  | √ | Is motivate and become more interactive | Motivated, however needs to be more resourceful and skillful |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  |  |  | √ | Still learning to use digital media | Creative in handling given class work projects. However, more effort needed in communication 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 |  |  |  | √ | Has greatly improved in self-reliant and goal oriented | Needs more encouragement in order to be healthy committed and financial literacy |

**Social behavioral report**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | Was not done in term two |
| BALLET | Able to do the initial moves in ballet |
| SKATING | N/A |
| SOCCER | N/A |
| P.E | Able to co-ordinate body parts and loves racing |
| MUSIC | N/A |
| CHESS | N/A |
| CLUBS | A member of Ballet club |

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MS. DAMARICE. STUDENT’S NAME: CLARA NJOKI TERM: TWO. GRADE: ONE. YEAR: 2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **3RD C.A.T** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | **15** | ***22*** | **32** | Improved | N.M |
| Literacy / Reading Activities | **34** | ***44*** | **50** | Improved | **N.M** |
| Total | **49** | ***66*** | **82** | Good work | **N.M** |
| Shughuli ya lugha | **20** | ***19*** | **24** | Unahitaji mazoezi zaidi | **D.K** |
| Shughuli ya kusoma / insha | **16** | ***42*** | **47** | Hongera | **D.K** |
| Jumla | **36** | ***61*** | **71** | Hongera | **D.K** |
| Mathematical activities | **68** | ***82*** | **72** | Good | **L.W** |
| Environmental activities | **54** | ***40*** | **76** | Good work | **D.K** |
| Hygiene and nutrition activities | **30** | ***44*** | **76** | Great improvement | **D.K** |
| Christian Religious education / Pastoral Program Instructions(PPI) | **40** | ***35*** | **92** | Excellent | **M.M** |
| Movement Activities | **\_** |  |  |  |  |
| Creative Art and Psychomotor Activities | **\_** |  |  |  |  |
| TOTAL OUTCOME | **277** | ***323*** | **469** |  |  |
| OUT OF | **600** | ***600*** | **600** |  |  |

Facilitator’s general remarks: Bravo! Good improvement noticed from opener exam to end term. Keep it up!

Learner’s general ability: Approaching expectation.

Present: 100% attendance. Absent: Nil. Closing date: 2.8.2019. Opening date: 27.08.2019.

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