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**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

NAME : HELEBO DESTA BEYORE

GRADE : ONE

TERM : ONE

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) identify and match numbers with same number of objects |  | √ |  |  | Can identify and match numbers with same number of objects |
|  |  | b) draw, colour and identify numbers in the picture |  | √ |  |  | Can draw, colour and identify numbers in the picture |
|  |  | c) Order and sequence objects in ascending and descending order, |  | √ |  |  | Can order and sequence objects as instructed |
|  |  | d) arrange number cards in sequence for completing sequence puzzles |  | √ |  |  | Can arrange number cards in a sequence |
|  |  | e) Recite number names in order up to 99 |  | √ |  |  | Can recite number names from 0-99 |
|  |  | f) Represent numbers 1-50 using concrete objects, |  | √ |  |  | Can represent numbers 1-50 with concrete objects |
|  |  | g) find the missing numbers using the ICT devices |  | √ |  |  | Able to find the missing numbers with the use of ICT devices |
|  |  | h) enjoy arranging numbers in sequence in their day to day life |  | √ |  |  | Enjoys arranging numbers in sequence in their group activities |
| 1.0 Numbers | 1.2 Whole Numbers | a) observe cut outs and talk about number formation |  | √ |  |  | Able to observe cut outs and talk about number formation |
|  |  | b) relate number symbols with objects in the environment |  | √ |  |  | Can connect number symbols with objects within the environment |
|  |  | c) Identify place value of ones and tens, |  | √ |  |  | Able to identify the place value of ones and tens |
|  |  | d) Read and write numbers in symbols, |  | √ |  |  | Can read and write numbers in symbols |
|  |  | e) complete number puzzles from number of objects given |  | √ |  |  | Able to correctly complete number puzzles from given number of objects |
|  |  | f) Identify missing numbers in number patterns. |  | √ |  |  | Able to identify missing numbers in number patterns |
|  |  | g). enjoy making number cutout and stick them on a Manilla chart to fill a puzzle |  | √ |  |  | Enjoys making number cut out and sticks on a manila to complete puzzles |
| 1.0 Numbers | 1.3 Addition | a) Model addition as putting objects together, |  | √ |  |  | Understands the concept of addition as putting objects together |
|  |  | b) Use ' +' and ' =' signs in writing addition sentences, |  | √ |  |  | Able to' +' and ' =' signs in writing addition sentences, |
|  |  | c) Add 2- single digit numbers up to a sum of 10, |  | √ |  |  | Able to add 2- single digit numbers up to a sum of 10 |
|  |  | d) Add 3- single digit numbers up to a sum of 10 in different contexts, |  | √ |  |  | Can add 3- single digit numbers up to a sum of 10 in different contexts |
|  |  | e) Add a 2- digit number to a 1- digit number without regrouping, horizontally and vertically with sum not exceeding 100, |  | √ |  |  | Can correctly add a 2- digit number to a 1- digit number without regrouping, horizontally and vertically with sum not exceeding 100, |
|  |  | f) Add multiples of 10 up to 100 vertically, |  | √ |  |  | Can add multiples of 10 up to 100 vertically, |
|  |  | g) Work out missing numbers in patterns involving addition of whole numbers up to 100. |  | √ |  |  | Can Work out missing numbers in patterns involving addition of whole numbers up to 100. |
| 1.0 Numbers | 1.4 Subtraction | a) Model subtraction as 'taking away' using concrete objects, |  | √ |  |  | Knows how to Model subtraction as 'taking away' using concrete objects |
|  |  | b) Use the ' - ' and '='signs in writing subtraction sentences, |  | √ |  |  | Able to use the ' - ' and '='signs in writing subtraction sentences |
|  |  | c) Subtract single digit numbers, |  | √ |  |  | Able to Subtract single digit numbers |
|  |  | d) Subtract a 1- digit number from a 2- digit number based on basic addition facts, |  | √ |  |  | Able to Subtract a 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 Use the relationship between addition and subtraction in working out problems involving basic addition facts |
|  |  | f) Subtract multiples of 10 up to 90, |  | √ |  |  | Able to subtract multiples of 10 up to 90, |
|  |  | g) Work out missing numbers in patterns involving subtraction of whole numbers up to 100. |  | √ |  |  | Can Work out missing numbers in patterns involving subtraction of whole numbers up to 100. |
| Measurement | Length | a) measure using their arms |  | √ |  |  | Able to measure using their arms |
|  |  | b) tell which sides are long from given objects |  | √ |  |  | Can tell the long sides from given objects |
|  |  | c) compare different sides of objects |  | √ |  |  | Can compare different sides of objects |
|  |  | d) differentiate sides of objects |  | √ |  |  | Can differentiate sides of objects |
| Measurements | Mass | a) look at the pictures and tell which object is light |  | √ |  |  | Able to identify the light objects from given pictures |
|  |  | b) lift different objects and tell their mass |  | √ |  |  | Able to determine the mass of various objects by lifting |
|  |  | c) compare heavy and light objects in the environment |  | √ |  |  | Can compare heavy and light objects in the environment |
|  |  | d) observe and learn the safety measures when lifting heavy objects |  | √ |  |  | Can observe and learn the safety measures when lifting heavy objects |
| Measurements | Capacity | a) use water to measure |  | √ |  |  | Can use water to measure |
|  |  | b) compare sizes of containers using water and sand |  | √ |  |  | Can compare sizes of containers using water and sand |
|  |  | c) tell the capacity of different container can hold |  | √ |  |  | Can tell the capacity of different container can hold |
|  |  | d) Identify containers that hold more water/sand |  | √ |  |  | Can Identify containers that hold more water/sand |
|  |  | e) differentiate containers that hold less from more |  | √ |  |  | Can differentiate containers that hold less from more |
|  |  | f) make flashcards of words used in filling and emptying for development of vocabulary |  | √ |  |  | make flashcards of words used in filling and emptying for development of vocabulary |

**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 |  | √ |  |  | he is attentive and a keen listener |
|  |  |  | b) Respond to simple specific one- directional instructions in oral communication, |  | √ |  |  | Able to follow instructions as expected |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  | √ |  |  | Responds to instructions given |
| 1.0 LISTENING AND SPEAKING | Pronunciation and Vocabulary |  | a) Discriminate the sounds /sh/ /b/ in different spoken words for Comprehension. |  | √ |  |  | Able to respond to questions appropriately |
|  |  |  | b) Pronounce the words with the sounds in isolation in preparation for reading. |  |  | √ |  | Able to articulate words correctly |
|  |  |  | c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning |  | √ |  |  | Able to use a range of vocabulary |
| 1.0 LISTENING AND SPEAKING | 1.3 Reading | Hygiene | a) Read short words with letter –sound correspondence in  preparation for  Phrasal reading. |  | √ |  |  | Able to read the comprehension with speed |
| 1.0 LISTENING AND SPEAKING | 1.4 Language structures and functions | Simple past  tense | a) Talk about personal hygiene activities using simple past tense. |  |  | √ |  | Able to use past tense |
|  |  |  | b) Appreciate/enjoy communicating ideas using the simple past tense. |  | √ |  |  | Shows interest in using simple past tense |
| 1.0 LISTENING AND SPEAKING | Oral work | Myself/ Parts of  the body | a) Talk about the pictures and discuss what they see. |  | √ |  |  | Able to recognize pictures |
|  |  |  | b) Pronounce the words which start with the sounds /ch/ in isolation in preparation for reading. |  | √ |  |  | Able to articulate words correctly. |
|  |  |  | c) Appreciate the  variation in meaning of similar sounding words that look different |  | √ |  |  | Shows positive interest |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Myself/ Parts of  the body | a) Use demonstratives to talk about body parts and gender. |  | √ |  |  | Able to talk about gender and body parts using demonstratives |
|  |  |  | b) Identify words with ch sound, |  | √ |  |  | Able to use given words appropriately |
|  |  |  | d) Identify singular and plural nouns. |  | √ |  |  | Able to recognize plural and singular nouns |
| 1.0 | Pronunciation /Sounds and spelling | Family | a) ) Pronounce the words which start with the sounds /m/ and /g/ in isolation in preparation for reading. |  | √ |  |  | Able to articulate words correctly |
|  |  |  | b) Recognize new  words used in the themes to acquire a range of vocabulary  and their meaning |  | √ |  |  | Uses new learnt vocabulary appropriately |
| 1.0 LISTENING AND SPEAKING |  | Noun Sets | c) Recognize the sets of nouns denoting male and female  within the family setting. |  | √ |  |  | Able to differentiate family noun sets |
|  |  |  | d) Use the sets of nouns denoting male and female within the family to communicate effectively |  | √ |  |  | Able to communicate effectively |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Safety | a) Use prepositions to talk about personal safety, security and simple injuries. |  |  | √ |  | Able to use some prepositions correctly |
|  |  | Simple pre-positions  (in, on, under,  Between) | b) Recognize the location given by prepositions in oral construction sentences. |  |  | √ |  | Able to spot some preposition in a sentence |
|  |  |  | c) Appreciate the use of pre-positions for indicating location. |  | √ |  |  | Uses preposition in different settings. |
|  |  |  | d) add sound e to words given to change the meaning and pronunciation |  | √ |  |  | Able to use magic “e” to form words |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Community leaders | a) Pronounce the words with the sounds ch/ pr/in preparation for reading. |  | √ |  |  | Articulate the words properly. |
|  |  |  | b) Recognize new words used in the themes to acquire a range of vocabulary and their meaning. |  |  | √ |  | Able to note new words and their meaning |
|  |  |  | c) Use the articles ‘a’, ‘an’ ‘the’ to talk about community leaders and Identify objects and attach articles to them in conversations. |  | √ |  |  | Can use the articles |
|  |  |  | d) Appreciate the use of articles in effective communication. |  | √ |  |  | Uses articles in communication. |
|  |  |  | e) use good and legible handwriting to copy the letter patterns correctly and neatly in their exercise books |  | √ |  |  | Need to shape letters well. |

LITERACY ACTIVITY

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| **STRAND** | **SUB – STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING | Phonological  Awareness | a) Develop an interest in forming words and simple sentences. |  | √ |  |  | Able to form simple sentences |
|  |  | b) Segment syllables in spoken words  and onset rimes of single-syllable  words |  | √ |  |  | Able to break syllables |
|  |  | c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation. |  | √ |  |  | Able to articulate sounds appropriately |
|  |  | d) Add or substitute individual sounds in simple, one-syllable words to make new words. |  | √ |  |  | Able to substitute sounds accordingly |
|  |  | e) Name and say letters representing  sounds |  | √ |  |  | Able to recognize sounds |
|  |  | f) Blend given letter sounds to make  syllables and syllables to form words |  | √ |  |  | Articulates words properly |
|  |  | g) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables. |  | √ |  |  | Shows positive attitude towards learning |
| Listening | Phonemic  Awareness | a) Blend given letter sounds to make  syllables and syllables to form words |  | √ |  |  | Able to form words correctly |
|  |  | b) Segment words that start with similar sounds. |  | √ |  |  | Can segment leeters. |
|  |  | c) Recognize all the letters of the  alphabet in the language of the  catchment area |  | √ |  |  | Good mastery of the alphabet letters |
|  |  | d) Use basic punctuation to convey the intended meaning |  |  | √ |  | Able to use punctuations appropriately |
|  |  | e) Use legible handwriting to  communicate effectively |  | √ |  |  | Need to check on handwriting. |
| Listening | Listening to instructions | a) listen to the teacher attentively and answer oral questions |  | √ |  |  | A keen listener |
|  |  | b) Listen to the story as narrated by the teacher. |  | √ |  |  | Loves story telling |
|  |  | c) Use basic punctuation while narrating a story. |  |  | √ |  | Able to use the punctuations |
| READING | Phonic  Development | a) Add or substitute individual sounds in simple, one-syllable words to make new words and read them. |  | √ |  |  | Able to read effectively |
|  |  | b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables. |  | √ |  |  | Shows positive attitude towards learning. |
|  |  | c) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles. |  | √ |  |  | Articulate some words in tongue twister correctly |
|  |  | d) Build phonemes into syllables and read the sound syllables. |  | √ |  |  | Able to distinguish different words |
|  |  | e) Read unfamiliar words based on phonic knowledge and develop an interest in reading new words, phrases and sentences. |  | √ |  |  | Enjoys reading story books. |
| Writing | Spelling | a) Develop an interest in spelling  and writing new words |  |  | √ |  | Can spell some words correctly |
|  |  | b) Develop speed and ease of spelling and handwriting |  |  | √ |  | Writes with appropriate speed |
|  |  | c) Apply the vocabulary learnt to give instructions and ask questions |  | √ |  |  | Uses vocabulary correctly |
| 1.0 LISTENING | 1.3 Story Telling | a) Listen attentively and confidently respond to stories |  | √ |  |  | Attentive listener and observant |
|  |  | b) Use a variety of thematic vocabulary |  | √ |  |  | Able to use learnt vocabulary |
|  |  | c) Develop an interest in listening to oral stories |  | √ |  |  | Loves oral stories |
|  |  | d) Appreciate their culture and values as taught through oral stories |  | √ |  |  | Shows positive attitude |
|  |  | e) Empathise with familiar people in stories |  | √ |  |  | Shows understanding and compassion |
|  |  | f) Develop their creative and imaginative power as they create mental images of the oral stories |  | √ |  |  | Creative and imaginative thinker. |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| Environment and its resources | 1.1 Weather and Sky (10 lessons) | a) Describe the appearance of the sky during the day and at night |  |  |  |  |  |
|  |  | b) Observe differences in appearance of the sky during the day and at night |  |  |  |  |  |
|  |  | c) Develop curiosity in observing appearance of the sky for enjoyment. |  |  |  |  |  |
|  | 1.1.2 Exploring weather conditions | a) Identify weather conditions of the day |  |  |  |  |  |
|  |  | b) Make reasonable weather forecast of the day |  |  |  |  |  |
|  |  | c) Appreciate weather conditions at different times of the day. |  |  |  |  |  |
|  | 1.3 Water (10 lessons) | a) Identify different sources of water in the immediate environment |  |  |  |  |  |
|  |  | b) Observe different sources of water in the immediate environment |  |  |  |  |  |
|  |  | c) Appreciate different sources of water in the immediate environment. |  |  |  |  |  |
|  | 1.3.2 Uses of water | a) Identify different uses of water in the home and school |  |  |  |  |  |
|  |  | b) Demonstrate careful use of water in the home and school |  |  |  |  |  |
|  |  | c) Appreciate careful use of water in the home and school. |  |  |  |  |  |
| Environment and its resources | 1.4 Soil (10 lessons) 1.4.1 Playing with soil | a) identify ways of playing with soil for enjoyment |  |  |  |  |  |
|  |  | b) play with soil in different ways for enjoyment |  |  |  |  |  |
|  |  | c) model different objects using soil at school |  |  |  |  |  |
|  |  | d) develop curiosity in playing with soil for enjoyment |  |  |  |  |  |

**KISWAHILI ACTIVITY**

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| Kusikiliza na Kuzungumza: | Maamkuzi | a) kutambua maneno yatumiwayo katika maamkuzi |  |  |  |  |  |
|  |  | b) kuamkua na kuitikia maamkuzi ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | c) kutambua umuhimu wa salamu katika mawasiliano |  |  |  |  |  |
|  |  | d) kufurahia kushiriki katika maamkuzi. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Maagizo | a) kutambua maagizo mepesi yanapotolewa darasani |  |  |  |  |  |
|  |  | b) kutoa na kufuata maagizo mepesi yanayotumiwa darasani |  |  |  |  |  |
|  |  | c) kubainisha maagizo yanayopaswa kufuatwa katika mazingira yake |  |  |  |  |  |
|  |  | d) kuthamini umuhimu wa maagizo katika maisha ya kila siku. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Maelezo | a) kutambua wenzake darasani kwa majina, jinsia, miaka na gredi ili kuweza kuwaelezea |  |  |  |  |  |
|  |  | b) kujieleza kwa kurejelea jina, jinsia, miaka na gredi kwa ufasaha katika mawasiliano ya kila siku |  |  |  |  |  |
|  |  | c) kutoa muhtasari wa maelezo aliyoyasikia katika mazingira yake |  |  |  |  |  |
|  |  | d) kudhihirisha umakinifu wa kusikiliza katika mazingira yake |  |  |  |  |  |
|  |  | e) kuchangamkia maelezo yake na ya wenzake katika kuimarisha mawasiliano |  |  |  |  |  |
|  |  | f) kujivunia nafsi yake na wenzake katika miktadha mbalimbali. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kusimulia hadithi aliyosikiliza darasani ili kujenga stadi ya kusikiliza |  |  |  |  |  |
|  |  | b) kufahamu hadithi aliyosimuliwa ili kupata ujumbe |  |  |  |  |  |
|  |  | c) kuonyesha umakinifu wa kusikiliza katika miktadha mbalimbali |  |  |  |  |  |
|  |  | d) kuchangamkia hadithi simulizi maishani |  |  |  |  |  |
| Kusoma: | Hadithi | a) kutambua msamiati uliyotumika katika hadithi ili kuweza kuutumia katika mawasiliano |  |  |  |  |  |
|  |  | b) kusikiliza hadithi zikisomwa ili kujenga usikivu |  |  |  |  |  |
|  |  | c) kufahamu hadithi aliyosomewa darasani ili kupata ujumbe |  |  |  |  |  |
|  |  | d) kuchangamkia kusikiliza hadithi kila siku. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Msamiati  Tarakimu | a) kutambua nambari moja hadi kumi (1-10) katika mazingira yake |  |  |  |  |  |
|  |  | b) kuhesabu nambari 1-10 kwa mfuatano ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | c) kutaja majina ya nambari moja hadi kumi kwa mfululizo ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | d) kutumia majina ya nambari moja hadi kumi kutunga sentensi ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | e) kuthamini matumizi ya nambari katika maisha ya kila siku. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kusikiliza visa vinavyohusiana na nambari ili kujenga umakinifu |  |  |  |  |  |
|  |  | b) kufahamu masimulizi ya visa vinavyohusiana na nambari ili kupata ujumbe |  |  |  |  |  |
|  |  | c) kuonyesha umakinifu wa kusikiliza katika mawasiliano |  |  |  |  |  |
|  |  | d) kuchangamkia masimulizi katika maisha ya kila siku. |  |  |  |  |  |
| Kusoma: | Hadithi | a) kutambua msamiati uliotumika katika kurahisisha ufahamu |  |  |  |  |  |
|  |  | b) kusikiliza hadithi zikisomwa na mwalimu ili kujenga stadi ya kusikiliza |  |  |  |  |  |
|  |  | c) kufahamu hadithi aliyosomewa ili kupata ujumbe |  |  |  |  |  |
|  |  | d) kuchangamkia kusikiliza hadithi kila siku ili kujenga ari ya kusoma baadaye. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Msamiati:  Siku za wiki | a) kutambua siku za wiki katika mawasiliano ya kila siku |  |  |  |  |  |
|  |  | b) kutaja majina ya siku za wiki kwa mfululizo ili kumsaidia kuratibu shughuli za siku |  |  |  |  |  |
|  |  | c) kuelezea shughuli za siku mbalimbali za wiki ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | d) kutumia majina ya siku za wiki kutunga sentensi ili kuimarisha mawasiliano |  |  |  |  |  |
|  |  | e) kuthamini kila siku ya wiki ili kutilia maanani shughuli za siku husika maishani. |  |  |  |  |  |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kusimulia matukio katika siku tofauti za wiki ili kujenga stadi ya kuzungumza |  |  |  |  |  |
|  |  | b) kufahamu masimulizi ya matukio ya siku za wiki aliyosimuliwa ili kupata ujumbe |  |  |  |  |  |
|  |  | c) kuonyesha umakinifu wa kusikiliza katika mawasiliano |  |  |  |  |  |
|  |  | d) kuchangamkia masimulizi maishani ili kuimarisha usikivu. |  |  |  |  |  |
| Kusoma | Hadithi | a) kutambua msamiati uliotumika katika hadithi ili kuimarisha ufahamu |  |  |  |  |  |
|  |  | b) kusikiliza hadithi zikisomwa na mwalimu zinazojumuisha matukio ya siku za wiki ili kujenga umakinifu |  |  |  |  |  |
|  |  | c) kufahamu hadithi aliyosomewa katika mada ili kupata ujumbe |  |  |  |  |  |
|  |  | d) kuchangamkia kusikiliza hadithi kila siku. |  |  |  |  |  |

**HYGIENE AND NUTRITION ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| 1.0 Health Practices | 1.1 Healthy habits | a) Identify health habits that prevent illnesses, |  |  |  |  |  |
|  |  | b) State the importance of practicing health habits to promote wellbeing of self and others, |  |  |  |  |  |
|  |  | c) Practice health habits that promote wellbeing, |  |  |  |  |  |
|  |  | d) Appreciate the importance of practicing health habits to promote wellbeing of self and others. |  |  |  |  |  |
| 1.0 Health Practices | 1.2 Care of the teeth | a) Identify milk teeth as temporary in childhood, |  |  |  |  |  |
|  |  | b) Mention hygienic practices to observe during shedding of milk teeth, |  |  |  |  |  |
|  |  | c) Observe hygienic practices during shedding of milk teeth, |  |  |  |  |  |
|  |  | d) Appreciate shedding of teeth as a natural process. |  |  |  |  |  |
| 1.0 Health practice | 1.3 Use of medicine | a) Mention common forms of medicine used in our homes, |  |  |  |  |  |
|  |  | b) State precautions when handling medicine found in the home, |  |  |  |  |  |
|  |  | c) Appreciate cleanliness when taking medicine at home and school. |  |  |  |  |  |
| 2.0 Personal hygiene | 2.1 Care of different parts of the body | a) Name materials used to clean the different parts of the body, |  |  |  |  |  |
|  |  | b) Mention the procedures used to clean different parts of the body, |  |  |  |  |  |
|  |  | c) Use appropriate materials to clean different parts of the body, |  |  |  |  |  |
|  |  | d) Clean body parts without wasting cleaning materials, |  |  |  |  |  |
| 1.0 Personal Hygiene | 2.1 Use of toilet and latrines | a) Identify a toilet/latrine and urinal in the school, |  |  |  |  |  |
|  |  | b) State why we need to use a toilet in our environment for the wellbeing of self and others, |  |  |  |  |  |
|  |  | c) Use appropriately a toilet/latrine and urinal in their locality, |  |  |  |  |  |
|  |  | d) Dispose off soiled materials used in the toilet, |  |  |  |  |  |
|  |  | e) Appreciate the importance of using the toilet correctly within their environment. |  |  |  |  |  |
| 3.0 Foods | 3.1 Food sources | a) Name the different sources of food in their locality, |  |  |  |  |  |
|  |  | b) Classify food into plant and animal sources, |  |  |  |  |  |
|  |  | c) Embrace the different sources of food in their locality. |  |  |  |  |  |

**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 | |  | | √ | |  | |  | | He confidently narrated the story of Elijah and the chariot of fire, he was able to relate well with his classmates. | |
|  | |  | | b) Identify the lesson learned values acquired from the story Elijah and the chariot of fire | |  | | √ | |  | |  | | From the story he was able to acquire the value of obedience which he demonstrated in class. | |
|  | |  | | c) Recognize the importance of pleasing God and state ways of pleasing God in their daily life | |  | | √ | |  | |  | | He was able to state ways of pleasing God in his life. | |
|  | |  | | d) Appreciate father-son relationship between Elijah and Elisha and desire to honor their parents | |  | | √ | |  | |  | | He was able to make a card to appreciate and honour his parent. | |
| The early of life Jesus | | The birth of Jesus Christ | | a) Mention the parents of Jesus and identify it with their own | |  | | √ | |  | |  | | He was able to spell his parents’ names and also name Jesus parents. | |
|  | |  | | b) Identify the city Jesus was born and recognize the importance of children to their parents. | |  | | √ | |  | |  | | He was able to name the city where Jesus was born and he was also able to state the importance of his to his parents. | |
|  | |  | | c) Describe the joy of the shepherds when Jesus was born relate with theirs when a child is born in their family | |  | |  | | √ | |  | | He was able to tell how he feels when he sees a new born baby brought at home. | |
|  | |  | | d) ) Understand the reason why they celebrate Christmas and relates with their birth day | |  | | √ | |  | |  | | He was able to tell the event that takes place during a birthday party and state why he celebrates Christmas. | |
|  | |  | | e) Identify the values and lessons learned from the birth of Jesus and apply it in their daily life | |  | | √ | |  | |  | | He developed the value of love which was evident In how he related well with his 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 | |  | | √ | |  | |  | | He was able to state reasons why Jesus went to the temple and why he also goes to church. | |
|  | |  | | b). Tell the reason why Jesus remained in the temple | |  | | √ | |  | |  | | Was able to tell reasons why Jesus stayed in the temple after his parents left. | |
|  | |  | | c) Emulate Jesus example by obeying his parents | |  | |  | | √ | |  | | He has been very obedient both at school and at home. | |
|  | |  | | d) Desire to follow Jesus Christ example to accompany their parents to church | |  | | √ | |  | |  | | He goes to church every Sunday where  he is an active member of Sunday school. | |
|  | |  | | e)Recognize the importance of going to church to enhance spiritual growth | |  | | √ | |  | |  | | 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 the reasons why people get baptized. | |
|  | |  | | b) Describe the events that took place in the baptism of Jesus Christ | |  | | √ | |  | |  | | Was able to narrate the 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 | |  | | √ | |  | |  | | He 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 the events that took place at Cana of Galilee. | |
|  | |  | | b) Identify the importance of believing in Jesus as he was able to perform a miracle | |  | | √ | |  | |  | | He believed in Jesus Christ to pass his exams. | |
|  | |  | | c) Identify the values and lessons learned from what happened at the wedding in Cana | |  | | √ | |  | |  | | He has learnt how to trust in Jesus in everything he does. | |
| 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 | |  | | √ | |  | |  | | Has been able to describe 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 | |  | | √ | |  | |  | | He recognizes how important faith in God was in his life. | |
|  | |  | | c) Appreciate any good deed done to them | |  | | √ | |  | |  | | He appreciated his parents for buying him a gift during his birthday. | |
| Christian values | | sharing | | a) Identify items they share at home to enhance togetherness | | √ | |  | |  | |  | | He named some items they share at home as a family. | |
|  | |  | | b)Understand the reason why they should share at home or school | | √ | |  | |  | |  | | He is able to give reasons why he 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 | |  | | √ | |  | |  | | He 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 | |  | | √ | |  | |  | | He understood the importance of believing in God. | |
|  | |  | | d) Appreciate the environment by keeping it clean and sharing the responsibilities in cleaning the environment | |  | | √ | |  | |  | | He 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 he should obey his parents. | |
|  | |  | | c) Identify the reason why they should why respect and obey the elders | |  | | √ | |  | |  | | Was able to state reasons why he should respect and obey his elders. | |

**Social behavioral report**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING |  |
| BALLET |  |
| SKATING |  |
| SOCCER |  |
| P.E |  |
| MUSIC |  |
| CHESS |  |
| CLUBS |  |

**SUMMATIVE ASSESMENT**

**EXAM CODE: SCHOOL BASED EXAMINATION**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **MARKS SCORED** | **TRS. INTITIALS** |
| MATHEMATICS ACTIVITY |  |  |
| ENGLISH ACTIVITY |  |  |
| LITERACY ACTIVITY |  |  |
| KISWAHILI ACTIVITY |  |  |
| ENVIRONMENTAL ACTIVITY |  |  |
| HYGIENE AND NUTRITION ACTIVITY |  |  |
| CHRISTIAN RELIOGIOUS EDUCATION |  |  |

**TEACHER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLOSING DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OPENNING DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**