KINGS INTERNATIONAL ACADEMY

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**GRADE TWO PROGRESS REPORT**

**STUDENT DETAILS**

**NAME: JOSHUA MUNA**

**GRADE: TWO**

**TERM: ONE**

**YEAR: 2019**

**FORMATIVE ASSESSMENT LUBRICS**

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0Numbers | 1.1 Number Concept | a) Read numbers 1-100 in symbols, |  | √ |  |  | Able to read numbers in symbols (1-100) |
|  |  | b) Represent numbers 1-100 using concrete objects in the environment. |  | √ |  |  | Can identify numbers by representation of concrete objects around |
| 1.0 Numbers | 1.2 Whole Numbers | a) Count numbers forward and backward up to 100, |  | √ |  |  | Able to count numbers, forward and backward  (1-100) |
|  |  | b) Identify place value up to hundreds. |  | √ |  |  | Able to identify the place values to hundreds |
|  |  | c) Read numbers 1-100 in symbols, |  | √ |  |  | Can read numbers in symbols (1-100) |
|  |  | d) Read and write numbers 1-20 in words, |  | √ |  |  | Able to read and write numbers in words (1-20) |
|  |  | e) Work out missing numbers in number patterns up to 100, |  | √ |  |  | Can identify the missing numbers in patterns up to 100 |
|  |  | f) Appreciate number patterns as they skip on the number line. |  | √ |  |  | Enjoys filling the missing numbers on the number line |
| 1.0 Numbers | Fractions | a) Identify a 1/2 as part of a whole, |  | √ |  |  | Can identify ½ as part of a whole |
|  |  | b) Identify a 1/ 4 as part of a whole. |  | √ |  |  | Can identify ¼ as part of a whole |
| 1.0 Numbers | 1.4 Addition | a) Add a 2- digit number to a 1- digit number without and with regrouping with sum not exceeding 100. |  | √ |  |  | Can add 2 digit to 1 digit number without regrouping (1-100) |
|  |  | b) Add 3-single digit numbers up to a sum of 20. |  | √ |  |  | Able to add 3 single digit numbers to a sum of 20 |
|  |  | c) Add a 2-digit number to a 2-digit number without and with regrouping, with sum not exceeding 100. |  | √ |  |  | Able to add 2 digit number to 3 digit number without and with regrouping (1-100) |
|  |  | d) Workout missing numbers in patterns involving addition of whole numbers up to 100. |  | √ |  |  | Able to find missing numbers in patterns involving addition of whole numbers (1-100) |
| 1.0 Numbers | 1.5 Subtraction | a) Subtract up to 2- digit numbers without regrouping. |  | √ |  |  | Able to subtract 2 digit numbers without regrouping |
|  |  | b) Use the relationship between addition and subtraction in working out problems, |  | √ |  |  | Clearly knows the distinction between addition and subtraction symbols when solving mathematical problems |
|  |  | c) Work out missing numbers in subtraction of up to 2- digit numbers. |  | √ |  |  | Able to get the missing numbers in subtraction of up to 2 digit numbers |
|  |  | d) Work out missing numbers in patterns involving subtraction up to 100. |  | √ |  |  | Able to get the missing numbers in patterns involving subtraction  (1-100) |

**ENGLISH ACTIVITY**

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| **STRAND** | **SUB-STRAND** | **THEME** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| LISTENING AND SPEAKING | 1.1 Attentive listening |  | a) Listen attentively during a conversation, |  | √ |  |  | Shows effort to listen attentively |
|  |  |  | b) Respond to specific simple two directional instructions in oral communication, |  | √ |  |  | Follows directions promptly and accurately |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  | √ |  |  | shows a conscientious effort to learn |
| 1.0 LISTENING AND SPEAKING | 1.2 Pronunciation and Vocabulary  bl - black, blue; |  | a) Recognize the consonant blends in different spoken words, |  |  |  |  | Able to recognize different consonants in spoken words. |
|  | cl - clay class; fl - flag, floor; gl - glass, glue; |  | b) Recognize new words used in the theme to acquire a range of vocabulary and their meaning, |  | √ |  |  | Able to recognize new words |
|  | sl - sleep, slow; tw - twelve, twenty; nk - sink, ink; br - brown, bread |  | c) Pronounce the vocabulary related to the theme correctly for effective communication, |  |  |  |  | Able to articulate words properly |
|  | ; cr - crop, cry; dr - dry, draw, fr - front, from; gr - green, grass |  | d) Use the vocabulary learnt to communicate confidently in various contexts, |  | √ |  |  | Able to use variety of vocabulary learnt |
|  | ; pr - pray, present; tr - try, train, tree; sm - small, smart; sn - snail, snake; |  | e) Enjoy using the vocabulary by participating in dialogues, rhymes, tongue twisters, language games and songs |  | √ |  |  | performs independent work with confidence and focus |
|  | sp - spit, spoon, st - stop, start; sw - sweet, swing. |  | f) Appreciate reading words with the consonant blends in a variety of genres. |  | √ |  |  | Shows positive attitude towards learning |
| 1.0 LISTENING AND SPEAKING | 1.3 Language structures and Functions | School  The verb  ‘To be’; was, were | a) Use the past forms of the verb ‘to be’ correctly, to construct simple sentences about things in the past, |  | √ |  |  | Able to construct sentences |
|  |  |  | b) Recognize the correct use of the past tense forms of the verb ‘to be’ in sentences, |  | √ |  |  | Able to use the verb correctly |
|  |  |  | c) Enjoy the use of the past tense forms of the verb ‘to be’ in their day to day conversation. |  | √ |  |  | shows a conscientious effort to learn |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Activities in the Home  Subject-verb agreement; was, were | a) Recognize the correct use of subject-verb agreement in sentences, |  | √ |  |  | Able to construct sentences correctly |
|  |  |  | b) Use correct subject verb agreement to construct simple sentences about activities in the home, |  | √ |  |  | Effectively use of subject verb agreement. |
|  |  |  | c) Appreciate the importance of subject- verb agreement in conversation for effective communication. |  | √ |  |  | Portrays positive attitude towards learning |
| 1.0 LISTENING AND SPEAKING | Language Structures and Functions | Transport  Objective : pronouns; him, her, them and you, us, me | a) Use objective pronouns correctly to construct simple sentences about transport, |  | √ |  |  | Able to construct simple sentences. |
|  |  |  | b) Pick out objective pronouns to improve oral communication, |  | √ |  |  | Able to identify objective pronouns |
|  |  |  | c) Appreciate the use of object pronouns for effective communication. |  | √ |  |  | Portrays positive attitude towards learning |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Time and Months of the Year :The verb to have, Have,  Has, Had | a) Use various forms of the verb to have as a main verb to talk about months of the year, o’clock, am and pm for effective communication, |  | √ |  |  | Able to use verbs correctly |
|  |  |  | b) Recognize correct use of the forms of the verb to have in different contexts, |  | √ |  |  | Able to note correct form of verb |
|  |  |  | c) Appreciate the correct use of the verb to have for effective communication. |  | √ |  |  | Displays positive attitude while using the verb |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Shopping - Things we Buy  Plurals of irregular nouns (-ies, ves) | a) Use plural forms of nouns to construct simple sentences for effective communication, |  | √ |  |  | Able to construct plural sentences correctly |
|  |  |  | b) Distinguish between singular and plural nouns, including irregular nouns for clear communication, |  | √ |  |  | Able to differentiate singular and plural nouns |
|  |  |  | c) Appreciate the importance of plurals in communicating about numbers. |  | √ |  |  | Shows excellent ability in communication |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Theme: The Garden  Present continuous tense | a) Use present continuous tense to talk about the food we eat/health and nutrition for effective communication, |  | √ |  |  | Able to use present continuous tense correctly |
|  |  |  | b) Change verbs from present simple to continuous tense in a given context, |  | √ |  |  | Able to change verbs correctly |
|  |  |  | c) Appreciate the importance of communicating ideas using the present continuous tense. |  | √ |  |  | shows a conscientious effort to learn |

LITERACY ACTIVITY

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| **STRAND** | **SUB – STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 LISTENING | 1.1 Listen to instructions and questions | a) Listen attentively to simple sequenced instructions |  | √ |  |  | listens attentively, and makes a solid effort to avoid distractions |
|  |  | b) Use appropriate non-verbal communication cues to indicate an understanding of questions and instructions |  | √ |  |  | listens to and follows directions precisely and attentively |
|  |  | c) Demonstrate an understanding of a set of instructions through appropriate responses |  | √ |  |  | Able to follow instructions accordingly |
|  |  | d) Demonstrate conventions of giving instructions and asking questions |  |  |  |  | Able to give instructions and answer questions |
| 1.0 LISTENING | Word and sentence formation | a) Identify the number of syllables in a word |  | √ |  |  | Able to identify syllables |
|  |  | b) Recognize words with similar sounds |  |  |  |  | Able to note words with similar sounds |
|  |  | c) Combine syllables to form words |  | √ |  |  | Able to blend syllables and form words |
|  |  | d) Combine words to make simple sentences |  | √ |  |  | Able to construct sentences correctly |
|  |  | e) Appreciate that syllables form words |  | √ |  |  | Able to form new words from syllables |
| 1.0 LISTENING | 1.3 Storytelling | a) Appreciate morals taught through different thematic stories |  | √ |  |  | Able to recognize and uphold good morals taught |
|  |  | b) Develop vocabulary through listening to stories |  | √ |  |  | Progressive build of vocabulary |
|  |  | c) Show empathy with people, places, and things |  | √ |  |  | Shows maturity and empathy |
|  |  | d) Recount key details of a story and retell it |  | √ |  |  | Listens keenly and thoughtfully. |
| 1.0 LISTENING | 1.4 Effective communication | a) Listen with increased attention to rhymes, songs, conversations and stories |  | √ |  |  | Keen listener and very observant |
|  |  | b) Listen and communicate effectively in varied situations |  | √ |  |  | Able to communicate effectively. |
|  |  | c) Listen to experiences of others and respond appropriately to the feelings and ideas expressed |  | √ |  |  | Able to appreciate other people’s feelings. |
|  |  | d) Develop an interest in listening to texts on varied themes |  | √ |  |  | A keen listener |
| 1.0 LISTENING | 1.5 Conversation | a) Listen to informational texts and pick out the key details |  | √ |  |  | shows good ability when completing reading comprehension tests |
|  |  | b) Ask and answer relevant questions in a listening text |  | √ |  |  | is focused in class and willingly participates in group discussion |
|  |  | c) Build on the ideas and points of others in conversation by linking their comments to those of others. |  | √ |  |  | is an enthusiastic member of the class and shows willingness to learn |
|  |  | d) Increase the vocabulary range through focused listening and understanding of general and specific details |  | √ |  |  | Has built on his vocabulary |
|  |  | e) Demonstrate respect for others when participating in a conversation |  | √ |  |  | speaks well in front of the class |
|  |  | f) Appreciate the use of socially acceptable language and mannerisms in conversation. |  | √ |  |  | shows responsibility and follows directions whenever they are given |
| 2.0 SPEAKING | 2.2 Responding to questions and instructions | a) Respond confidently to questions and instructions on varied themes |  | √ |  |  | Able to give correct answer |
|  |  | b) Use verbal and non-verbal cues in responding appropriately to instructions and questions |  | √ |  |  | Able to use body language effectively |
|  |  | c) Ask questions to seek clarity on instructions |  | √ |  |  | Very inquisitive |
|  |  | d) Demonstrate willingness to answer questions and follow instructions |  | √ |  |  | Follows instructions as given |
| 2.0 SPEAKING | 2.3 Phonological Awareness | a) Recognize and say multiple letter-sounds to make syllables and words |  | √ |  |  | Able to use make words using sounds |
|  |  | b) Blend and segment syllables correctly to form words. |  | √ |  |  | Able to recognize different sounds and form word |
|  |  | c) Use appropriate words to make short, meaningful sentences |  | √ |  |  | Able to use vocabulary properly |
|  |  | d) Appreciate the role of blending and segmenting in forming sentences |  |  |  |  | Shows positive attitude to learn |
| 2.0 SPEAKING | 2.4 Talk about | a) Confidently talk about characters and events in a story or text |  | √ |  |  | is able to analyze character actions, story plots, and shows strong fluency with reading |
|  |  | b) Relate characters and events in a story to real life experience |  |  |  |  | is doing a good job of breaking a story into paragraphs |
|  |  | c) Demonstrate interest to address familiar people using appropriate verbal and non-verbal expressions. |  | √ |  |  | Able to use verbal and noon-verbal skills appropriately. |
| 2.0 SPEAKING | 2.5 Presentation skills | a) Express self appropriately using acquired vocabulary  to communicate effectively |  | √ |  |  | is encouraged to show increased attention to the use of vocabulary |
|  |  | b) Relate various community activities in order in which they occur |  | √ |  |  | Can associate well activities in rightful order. |
|  |  | c) Use appropriate tonal variation, articulation and stress to express self-confidently |  | √ |  |  | Able communicate effectively |
|  |  | d) Recall ideas on the themes in a logical manner |  | √ |  |  | shows good ability when recalling ideas |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Environment and its resources: Weather. | 1.1 Weather | a) State different weather conditions |  | √ |  |  | Able to name different weather conditions (rainy, sunny, windy, calm). |
|  |  | b) State ways of responding to different weather conditions |  | √ |  |  | States ways of dressing according to the weather conditions. |
|  |  | c) Respond appropriately to different weather conditions to limit risks to self, others and the environment |  | √ |  |  | Dresses appropriately according to different weather conditions. |
|  |  | d) Appreciate differences in weather conditions. |  | √ |  |  | Names the importance of different weather conditions |
|  | Recording weather conditions | a) Describe weather conditions at different times of the day |  | √ |  |  | Able to describe weather conditions of the day |
|  |  | b) Draw weather symbols to represent different weather conditions |  | √ |  |  | Accurately draws weather symbols |
|  |  | c) Create a weather record using symbols for a period of one week |  | √ |  |  | Able to create a weather record |
|  |  | d) Develop interest in recording weather conditions. |  | √ |  |  | Accurately records weather conditions |
|  | Interpreting weather messages | a) Interpret weather charts correctly |  | √ |  |  | Able to interpret weather chart |
|  |  | b) Communicate weather messages accurately |  |  | √ |  | Accurately communicates weather messages |
|  |  | c) Develop interest in interpreting and communicating weather messages |  |  |  |  | Has developed interest in interpreting and communicating weather messages |
| 1.0 Environment and its resources  : Water | 1.2.1 Storing water | a) State the importance of storing water at home and school |  | √ |  |  | Correctly states the importance of storing water |
|  |  | b) Identify ways of storing water in the home and school |  | √ |  |  | Correctly identifies suitable ways of storing water |
|  |  | c) Store water appropriately in the home and school |  |  | √ |  | Not able to store water at school and at home |
|  |  | d) Appreciate safe water storage to prevent health risks to self and others. |  | √ |  |  | Able to name the importance of storing water safely |
|  | Transporting Water | a) Identify different ways of transporting water at home and school |  | √ |  |  | Correctly identifiesdifferent ways of transporting water |
|  |  | b) Demonstrate suitable ways of carrying small quantities of water at home and school |  | √ |  |  | Able to demonstrate suitable ways of transporting small quantities of water |
|  |  | c) Appreciate different means of transporting water at home and school |  | √ |  |  | Names the importance different means of transporting water |
| 1.0 Environment and its resources  : Soil | Exploring soil | a) Model objects with different types of soil |  | √ |  |  | Able to model objects with soil samples provided |
|  |  | b) Determine the soil that makes long smooth ribbons |  | √ |  |  | Correctly identifies the soil that makes smooth ribbons |
|  |  | c) Appreciate different types of soil in the immediate environment. |  | √ |  |  | Names the importance and use of different soil in the environment |
| 1.0 Environment and its resources  : Plants | Exploring parts of plants | a) Identify parts of a plant |  | √ |  |  | Correctly identifies parts of a plant |
|  |  | b) Draw different parts of a plant from the immediate environment |  | √ |  |  | Able to draw different parts of a plant |
|  |  | c) Show interest in parts of a plant for learning and enjoyment. |  | √ |  |  | Correctly draws and colors parts of a plant using the correct colors |
| 1.0 Environment and its resources  : Animals | 1.5.1 Categorizing animals | a) Recognize animals in the immediate environment |  | √ |  |  | Able to recognize animals in the environment |
|  |  | b) Categorize different animals in the environment |  | √ |  |  | Correctly categorizes animals in the environment |
|  |  | c) Appreciate different animals in the environment. |  | √ |  |  | Able to name the importance of different animals in the environment |
|  | Safety when handling animals. | a) Identify possible dangers when handling animals. |  | √ |  |  | Able to name possible dangers when handling animals |
|  |  | b) Practice safety measures when handling animals. |  | √ |  |  | Sometimes practices safety measures when handling animals |
|  |  | c) Appreciate importance of safety when dealing with animals to avoid risk to self, others and the animal |  | √ |  |  | Able to name the importance of safety when handling animals |
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**KISWAHILI ACTIVITY**

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| **MADA** | **MADA NDOGO** | **MATOKEO MAALUM YANAYOTARAJIWA** | **A** | **B** | **C** | **D** | **MAONI** |
| Shuleni | Sauti na majina ya herufi za Kiswahili | a) kutamka sauti nne za herufi moja ili kuimarisha mazungumzo |  | √ |  |  | Anatamka sauti lengwa vyema |
|  |  | b) kutambua sauti za herufi moja zilizofunzwa katika kujenga stadi ya kusikiliza |  | √ |  |  | Anatambua sauti za herufi moja vyema |
|  |  | c) kutambua majina ya herufi zinazowakilisha sauti lengwa katika kujenga stadi ya kusikiliza |  | √ |  |  | Anatambua majina ya herufi za sauti lengwa |
|  |  | d) kusoma herufi za sauti moja katika kujenga stadi ya kusoma |  | √ |  |  | Anasoma herufi za sauti moja ifaavyo |
|  |  | e) kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma |  | √ |  |  | Anasoma maneno kwa kutumia silabi ifaavyo |
|  |  | f) kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa katika kujenga stadi ya kusoma |  | √ |  |  | Anasoma vifungu ifaavyo |
|  |  | g) kuandika herufi zinazowakilishwa na sauti lengwa katika kujenga stadi ya kuandika |  | √ |  |  | Anaandika herufi za sauti lengwa kwa hati nadhifu |
|  |  | h) kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku. |  |  | √ |  | Ana changamoto za kutumia baadhi ya maneno katika mawasiliano ya kila siku |
| Kusikiliza na Kuzungumza: | Maamkuzi ya nyakati za siku. | a) kutambua maneno yatumiwayo katika maamkuzi ya nyakati za siku shuleni kwa mawasiliano mwafaka |  | √ |  |  | Anatambua maneno ya maamkizi ya kila siku shuleni |
|  |  | b) kuamkua na kuitikia maamkuzi ya nyakati za siku shuleni katika kuimarisha mawasiliano |  | √ |  |  | Anaamkua na kuitikia maamkuzi ya nyakati shuleni |
|  |  | c) kusoma maneno yanayotumiwa katika maamkuzi shuleni katika kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma vyema maneno yatumiwayo katika maamkuzi shuleni |
|  |  | d) kufafanua umuhimu wa salamu shuleni ili kuimarisha mawasiliano |  |  | √ |  | Ana changamoto za kufafanua umuhimu wa salamu shuleni |
|  |  | e) kufurahia kuamkua wenzake, wafanyakazi na walimu shuleni katika kujenga mshikamano wa jamii |  | √ |  |  | Anafurahia sana kuamkua wenzake,wafanyakazi na walimu |
| Msamiati | Shuleni | a) kutambua kwa kutaja msamiati wa shuleni katika kuimarisha umilisi wa lugha |  | √ |  |  | Anatambua msamiati wa shuleni vyema |
|  |  | b) kutumia msamiati wa shuleni katika mawasiliano ya kila siku |  | √ |  |  | Anatumia msamiati wa shuleni ifaavyo katika sentensi |
|  |  | c) kusoma maneno na sentensi zinazojumuisha msamiati wa shuleni katika kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma maneno na msamiati ifaavyo |
|  |  | d) kuandika maneno na sentensi fupi kuhusu shule ili kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika maneno na sentensi fupi kuhusu shule kwa hati nadhifu |
|  |  | e) kufurahia kutumia msamiati wa shule katika mawasiliano ya kila siku. |  | √ |  |  | Anafurahia kutumia msamiati wa shule |
| Kusikiliza na Kuzungumza: | Masimulizi | a) kutaja majina ya vitu vinavyopatikana shuleni ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anataja majina vitu vya shuleni kwa usahihi |
|  |  | b) kuelezea vitu vinavyopatikana shuleni ili kuimarisha stadi ya kusikiliza |  | √ |  |  | Anaelezea vitu vinavyopatikana shuleni kwa ukakamavu |
|  |  | c) kusikiliza kwa makini masimulizi ili kuimarisha stadi ya kusikiliza |  | √ |  |  | Anasikiliza masimulizi kwa makini |
|  |  | d) kusimulia kuhusu vitu mbalimbali vinavyopatikana shuleni ili kuimarisha stadi ya kusikiliza |  | √ |  |  | Anasimulia kuhusu vitu vya shuleni kwa ufasaha |
|  |  | e) kuthamini umuhimu wa vitu vinavyopatikana shuleni. |  | √ |  |  | Anafahamu vyema umuhimu wa vitu vya shuleni |
| Kusoma: | Hadithi | a) kutambua picha za vitu vinavyopatikana shuleni katika kujenga stadi ya kusoma |  | √ |  |  | Anatambua vyema picha za vitu vinavyopatikana shuleni |
|  |  | b) kuelezea picha katika hadithi ili kuimarisha stadi ya kuzungumza |  | √ |  |  | Anaelezea picha katika hadithi kwa ubunifu |
|  |  | c) kusikiliza hadithi zikisomwa na mwalimu kuhusu vitu vinavyopatikana shuleni ili kuimarisha umakinifu |  | √ |  |  | Anasikiliza hadithi kuhusu vitu shuleni kwa umakinifu |
|  |  | d) kusoma hadithi kuhusu shule ili kuimarisha stadi ya kusoma |  | √ |  |  | Anasoma hadithi kwa usahihi |
|  |  | e) kufahamu hadithi aliyoisoma na aliyosomewa katika kupata mafunzo ya hadithi |  | √ |  |  | Anajibu maswali ya ufahamu katika hadithi kwa usahihi |
|  |  | f) kuchangamkia kusoma hadithi kuhusu shule. |  | √ |  |  | Anasoma hadithi kwa uchangamfu |
| Msamiati: | Nambari 11-50 | a)kutambua nambari 11-50 kwa maneno ili kuimarisha mawasiliano |  | √ |  |  | Anatambua nambari 11-50 kwa usahihi |
|  |  | b) kusoma nambari 11-50 kwa maneno ili kujenga stadi ya kusoma |  | √ |  |  | Anasoma nambari 11-50 vyema |
|  |  | c) kuandika nambari 11-50 kwa maneno ili kujenga stadi ya kuandika |  | √ |  |  | Anaandika vyema nambari 11-50 kwa maneno |
|  |  | d) kuchangamkia kutumia nambari 11-50 kwa maneno katika mazungumzo yake. |  |  | √ |  | Ana changamoto kutumia baadhi ya nambari 11-50 katika sentensi |
| Sarufi: | Matumizi ya –ako na –enu | a) kutambua matumizi yafaayo ya -ako na -enu katika mawasiliano |  | √ |  |  | Anatambua vyema matumizi ya –ako na –enu katika sentensi |
|  |  | b) kusoma sentensi zinazojumuisha –-ako na –enu katika kujenga stadi ya kusoma |  | √ |  |  | Anasoma sentensi zinazojumuisha –ako na- enu kwa ufasaha |
|  |  | c) kutumia -ako na -enu katika sentensi katika kuimarisha mawasiliano |  |  | √ |  | Ana changamoto za kutumia –ako na –enu katika sentensi |
|  |  | d) kuandika sentensi zinazohusisha –ako na -enu katika kuimarisha stadi ya kuandika |  | √ |  |  | Anaandika sentensi za –ako na –enu kwa hati nadhifu na usahihi |
|  |  | e) kuthamini matumizi ya -ako na –enu katika mawasiliano ya kila siku. |  |  | √ |  | Ana changamoto za kutumia –ako na –enu katika mawasiliano ya kila siku |

**HYGIENE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Health Practices | 1.1 Importance of breakfast | a) State the meaning of the word breakfast, |  | √ |  |  | Able to define breakfast |
|  |  | b) Identify when breakfast is taken during the day, |  | √ |  |  | Able to identify when breakfast is taken |
|  |  | c) Name food items taken during breakfast, |  | √ |  |  | Can list the food taken |
|  |  | d) Tell the importance of eating breakfast as a healthy habit, |  |  |  |  | Understands the importance of taking breakfast |
|  |  | e) Appreciate the importance of taking breakfast in the morning. |  | √ |  |  | Knows why breakfast is taken in the morning |
| 1.0 Health Practices | 1.2 Oral hygiene | a) Identify good oral habits that promote development of healthy teeth, |  |  |  |  | Can list healthy practices |
|  |  | b) Identify harmful oral habits that damage teeth, |  | √ |  |  | Can list down harmful oral habits |
|  |  | c) Practice good oral habits to promote their well-being, |  | √ |  |  | Able to practice good oral habits |
|  |  | d) Appreciate good oral habits to promote their wellbeing. |  | √ |  |  | Demonstrates positive attitude towards good oral habits |
| 1.0 Health practices | 1.3 Use of different rooms in a house | a) Name the various rooms in a house, |  | √ |  |  | Can identify various rooms in a house |
|  |  | b) Mention the use of the various rooms in a house, |  | √ |  |  | Able to mention uses of rooms in the house |
|  |  | c) State the reasons for having different rooms in a house, |  | √ |  |  | Can tell the benefit of having various rooms |
|  |  | d) Name equipment and furniture used in the various rooms in a house, |  | √ |  |  | Can identify things found in each room |
|  |  | e) Mention the importance of keeping the various rooms in a house clean and tidy. |  | √ |  |  | Identify the importance of cleanliness |
| 1.0 Health practices | 1.4 Cleaning of utensils | a) Mention reasons for cleaning utensils at home, |  | √ |  |  | Identifies important of cleaning utensils |
|  |  | b) Identify materials used for cleaning utensils at home, |  | √ |  |  | List materials for cleaning utensils |
|  |  | c) Clean, dry and store the utensils used at home, |  | √ |  |  | Can clean and stores utensils properly |
|  |  | d) Appreciate the importance of cleaning the utensils at home. |  | √ |  |  | Demonstrates good hygiene |
| 1.0 Health practices | 1.5 Dangers of second hand smoke | a) Mention substances that people smoke that are harmful to our health, |  | √ |  |  | List things people smoke |
|  |  | b) Mention the places where people smoke these substances, |  | √ |  |  | Identify places where people smoke |
|  |  | c) Tell that a person has been smoking, |  | √ |  |  | Can identify a smoker |
|  |  | d) State the meaning of the word second hand smoke, |  | √ |  |  | Can define secondhand smoke |
|  |  | e) Tell the effects of second hand smoke on health, |  | √ |  |  | Identify implications of secondhand smoke |
|  |  | f) Develop self-efficacy in avoiding second hand smoke. |  | √ |  |  | Able to stay away from secondhand smoke |
| 1.0 Health Practices | 1.6 Keeping water safe from contamination | a) Tell what water contamination is, |  | √ |  |  | Can define water contamination |
|  |  | b) Carry out experiment to demonstrate water contamination, |  | √ |  |  | Able to do an experiment |
|  |  | c) Mention changes in water that is contaminated, |  | √ |  |  | Can identify water that is contaminated |
|  |  | d) State ways in which we can prevent water contamination. |  | √ |  |  | Can list ways to prevent water contamination |
| 1.0 Health practices | 1.7 Re-using water and soap at home | a) Explain the meaning of word re-using. |  | √ |  |  | Can define re-use of water |
|  |  | b) Mention ways of re-using water and soap in the home. |  | √ |  |  | Can list ways of re-using water and soap |
|  |  | c) Make a soap gel from left over soap, |  |  |  |  | Can prepare a soap gel |
|  |  | d) Appreciate re-using water and soap to minimize wastage in the home. |  | √ |  |  | Shows positive attitude |

**CHRISTIAN RELIGIOUS EDUCATION**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Creation | 1.1 Self-Awareness | a) State what they like about themselves as God’s creation |  | √ |  |  | Can state some of the things that makes him special as God’s creation |
|  |  | b) Appreciate their physical appearance as uniquely created by God |  | √ |  |  | Able to thank God for his special and unique appearance |
|  |  | c) State different chores they do at home as service to God |  | √ |  |  | Able to identify some of the things he helps doing at home as service to God |
|  |  | d) Appreciate their worth as part of God’s creation |  | √ |  |  | Identifies his role in thanking God for being part of His creation |
| 1.0 Creation | 1.2 My Family | a) Identify members of the extended family to enhance a sense of belonging |  | √ |  |  | Clearly knows the members of his extended family by names and where they reside |
|  |  | b) Appreciate members of the extended family for harmonious living |  | √ |  |  | Identifies some of the ways in which members of extended family meet and form part of family unity |
|  |  | c) State items shared at home for family unity |  | √ |  |  | Able to state items that can be shared at home |
|  |  | d) State items that should not be shared at home for healthy living |  | √ |  |  | Able to identify items that should not be shared at home |
| 1.0 Creation | 1.3 Creation of the sky, sun, moon and stars | a) Recognize God as the creator of the sky, sun, moon and stars and revere Him |  | √ |  |  | Recognizes God as the soul creator of the sky, sun, moon and stars |
|  |  | b) Draw the sun, moon and stars to appreciate God’s creation |  | √ |  |  | Able to draw the sun, moon and stars as an appreciation of God’s creation |
| 2.0 The Holy Bible | 2.1The Holy Bible as a guide in daily lives | a) Identify reasons for reading the Bible to strengthen their faith in God |  | √ |  |  | Able to identify reasons for reading the bible as a way of strengthening faith in God |
|  |  | b) State how often they read the Bible as a family to seek God’s guidance |  | √ |  |  | Can identify how often the bible should be read in order to get guidance from God |
|  |  | c) Appreciate the Bible as a guide to Christian living |  | √ |  |  | understands the importance of the bible for Christian living |
| 2.0 The Holy Bible | 2.2 Divisions of the Bible | a) State the number of books in the Old Testament and develop interest in reading the Bible |  | √ |  |  | Can identify the Old Testament books |
|  |  | b) Identify the first two books in the Old Testament to be familiar with the Bible |  | √ |  |  | Knows the first two old Testament books in the Bible |
|  |  | c) Appreciate the Bible as the word of God by reading it always |  | √ |  |  | Esteems the bible as the word of God |
| 2.0 The Holy Bible  : The Bible Story: | The Call of Samuel | a) Describe the call of Samuel and relate it to their lives by obeying God |  | √ |  |  | Able to narrate the call of Samuel and relates it to obedience |
|  |  | b) Desire to respond appropriately to God by obeying His word |  | √ |  |  | Has the desire to obey God’s word |
| 2.0 The Holy Bible  :Bible Story: | Noah and the Ark | a) State the reasons why God chose Noah to build the Ark and live a life that is pleasing to God |  | √ |  |  | Able to state reasons why Noah build the ark, and importance of obedience to God |
|  |  | b) Narrate the story of Noah and the Ark and relate it to their lives by obeying God and their parents |  | √ |  |  | Can narrate Noah’s story and relate it to obedience to God and parents |
|  |  | c) Desire to obey God and parents in their daily lives. |  | √ |  |  | Desires to be obedient to God and parents |

**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 |  |  | √ |  | Learning to be expressive, thoughtful and emphatic | Enthusiastic, confident works with full capability. However, needs to learn to socialize and share ideas when in group work |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  |  | √ |  | imaginative ,observant, and keen | A quick learner, loves new discoveries but needs to learn be open minded and share new ideas with others |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  |  | √ |  | Able to reason, analyze and evaluate given problems | Can analyze, evaluate and make decisions but needs to build on self confidence |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  |  | √ |  | Still learning to be empathetic, and making firm decisions | A team player, decision maker, however has difficulty when it comes to coping with learners with different capabilities |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  |  | √ |  | Makes little effort when not under direct supervision | Needs to practice more on self esteem, and learn to be self- directed |
| 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, should be confident whenever handling digital applications |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  | √ |  |  | Only works obediently with instructions. | Helpful and responsible in handling classroom activities but needs to learn to work at his own initiative. |

**SOCIAL BEHAVIORAL REPORT**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | Enjoys swimming |
| BALLET | N/A |
| SKATING | N/A |
| SOCCER | Loves soccer |
| P.E | Coordinates his body parts well and loves racing |
| MUSIC | Enjoys to sing and dance |
| CHESS | N/A |
| CLUBS | An active member of the football club |

**KINGS INTERNATIONAL ACADEMY**

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: M.S LUCY STUDENT’S NAME: JOSHUA MUNA

TERM: ONE GRADE: 2 YEAR: 2019

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | 42 | 47 | Improved | **N.M** |
| Literacy / Reading Activities | 44 | 50 | Good | **N.M** |
| Total | 86 | 97 | Good work | **N.M** |
| Shughuliyalugha | 33 | 42 | Good work | **D.K** |
| Shughuliyakusoma / insha | 50 | 50 | Good work | **D.K** |
| Jumla | 83 | 92 | Good work | **D.K** |
| Mathematical activities | 82 | 90 | Good work | **L.W** |
| Environmental activities | 78 | 100 | Improved | **D.K** |
| Hygiene and nutrition activities | 84 | 88 | Improved | **N.M** |
| Christian Religious education / Pastoral Program Instructions(PPI) | 86 | 90 | Improved | **L.W** |
| Movement Activities |  |  |  |  |
| Creative Art and Psychomotor Activities |  |  |  |  |
| TOTAL OUTCOME | 499 | 557 | Improvement |  |
| OUT OFF | **600** | **600** |  |  |

Facilitator’s general remarks: Good work, keep it up!

Learner’s general ability: Meeting Expectations

Present: 100% Absent: \_\_\_\_\_\_\_\_\_\_ Closing date: 4.4.2019 Opening date: 2.5.2019

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

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_