**KINGS INTERNATIONAL ACADEMY**

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**GRADE TWO PROGRESS REPORT**

**STUDENT DETAILS**

**NAME: HENRIETTE KAJA**

**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, |  |  |  | √ | Easily distracted |
|  |  |  | b) Respond to specific simple two directional instructions in oral communication, |  |  |  | √ | Able to respond to simple instructions |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  |  |  | √ | Losses focus very easily |
| 1.0 LISTENING AND SPEAKING | 1.2 Pronunciation and Vocabulary  bl - black, blue; |  | a) Recognize the consonant blends in different spoken words, |  |  |  | √ | Experiences difficulties in recognizing consonant |
|  | 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, |  |  |  | √ | Experiences challenges in reading |
|  | 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 pronounce 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, |  |  |  | √ | Experiences challenges |
|  | ; 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 |  |  |  | √ | Participate in songs and tongue twisters |
|  | sp - spit, spoon, st - stop, start; sw - sweet, swing. |  | f) Appreciate reading words with the consonant blends in a variety of genres. |  |  |  | √ | Can imitate words/reader |
| 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, |  |  |  | √ | He imitates the reader |
|  |  |  | b) Recognize the correct use of the past tense forms of the verb ‘to be’ in sentences, |  |  |  | √ | Experiences challenges |
|  |  |  | c) Enjoy the use of the past tense forms of the verb ‘to be’ in their day to day conversation. |  |  |  | √ | Able to follow instructions |
| 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, |  |  |  | √ | Experiences challenges |
|  |  |  | b) Use correct subject verb agreement to construct simple sentences about activities in the home, |  |  |  | √ | Experiences challenges |
|  |  |  | c) Appreciate the importance of subject- verb agreement in conversation for effective communication. |  |  |  | √ | Able to follow the reader |
| 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, |  |  |  | √ | Experiences challenges |
|  |  |  | b) Pick out objective pronouns to improve oral communication, |  |  |  | √ | Experiences challenges |
|  |  |  | c) Appreciate the use of object pronouns for effective communication. |  |  |  | √ | Follows instructions correctly |
| 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, |  |  |  | √ | Experiences challenges |
|  |  |  | b) Recognize correct use of the forms of the verb to have in different contexts, |  |  |  | √ | Experiences challenges |
|  |  |  | c) Appreciate the correct use of the verb to have for effective communication. |  |  |  | √ | Experiences challenges |
| 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, |  |  |  | √ | Experiences challenges |
|  |  |  | b) Distinguish between singular and plural nouns, including irregular nouns for clear communication, |  |  |  | √ | Able to differentiate simple common nouns |
|  |  |  | c) Appreciate the importance of plurals in communicating about numbers. |  |  |  | √ | Uses nouns 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 list the food correctly |
|  |  |  | b) Change verbs from present simple to continuous tense in a given context, |  |  |  | √ | Experiences challenges |
|  |  |  | c) Appreciate the importance of communicating ideas using the present continuous tense. |  |  |  | √ | Able to form simple sentences |

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 |  |  |  | √ | He gets easily distracted |
|  |  | b) Use appropriate non-verbal communication cues to indicate an understanding of questions and instructions |  |  |  | √ | Use non-verbal communication |
|  |  | c) Demonstrate an understanding of a set of instructions through appropriate responses |  |  |  | √ | Able to follow simple instructions |
|  |  | d) Demonstrate conventions of giving instructions and asking questions |  |  |  | √ | Can give instructions |
| 1.0 LISTENING | Word and sentence formation | a) Identify the number of syllables in a word |  |  |  | √ | Can count the syllables |
|  |  | b) Recognize words with similar sounds |  |  |  | √ | Can recognize some words |
|  |  | c) Combine syllables to form words |  |  |  | √ | Can combine syllable |
|  |  | d) Combine words to make simple sentences |  |  |  | √ | Able to form simple sentences |
|  |  | e) Appreciate that syllables form words |  |  |  | √ | Enjoys learning |
| 1.0 LISTENING | 1.3 Storytelling | a) Appreciate morals taught through different thematic stories |  |  |  | √ | Listens to stories and pick good moral |
|  |  | b) Develop vocabulary through listening to stories |  |  |  | √ | Has a well developed vocabulary |
|  |  | c) Show empathy with people, places, and things |  |  |  | √ | Empathize with characters |
|  |  | d) Recount key details of a story and retell it |  |  |  | √ | Can retell a story |
| 1.0 LISTENING | 1.4 Effective communication | a) Listen with increased attention to rhymes, songs, conversations and stories |  |  |  | √ | Listens though he is easily distracted |
|  |  | b) Listen and communicate effectively in varied situations |  |  |  | √ | Communicates effectively |
|  |  | c) Listen to experiences of others and respond appropriately to the feelings and ideas expressed |  |  |  | √ | Listens to others |
|  |  | d) Develop an interest in listening to texts on varied themes |  |  |  | √ | Loves stories |
| 1.0 LISTENING | 1.5 Conversation | a) Listen to informational texts and pick out the key details |  |  |  | √ | Listens and can retells |
|  |  | b) Ask and answer relevant questions in a listening text |  |  |  | √ | Experiences challenges |
|  |  | c) Build on the ideas and points of others in conversation by linking their comments to those of others. |  |  |  | √ | Experiences challenges |
|  |  | d) Increase the vocabulary range through focused listening and understanding of general and specific details |  |  |  | √ | Experiences challenges |
|  |  | e) Demonstrate respect for others when participating in a conversation |  |  |  | √ | Respects his peers |
|  |  | f) Appreciate the use of socially acceptable language and mannerisms in conversation. |  |  |  | √ | Uses appropriate language |
| 2.0 SPEAKING | 2.2 Responding to questions and instructions | a) Respond confidently to questions and instructions on varied themes |  |  |  | √ | Experiences challenges |
|  |  | b) Use verbal and non-verbal cues in responding appropriately to instructions and questions |  |  |  | √ | Uses verbal and non verbal cues |
|  |  | c) Ask questions to seek clarity on instructions |  |  |  | √ | Seeks clarity |
|  |  | d) Demonstrate willingness to answer questions and follow instructions |  |  |  | √ | He is always the first one to raise his hand |
| 2.0 SPEAKING | 2.3 Phonological Awareness | a) Recognize and say multiple letter-sounds to make syllables and words |  |  |  | √ | Experiences challenges |
|  |  | b) Blend and segment syllables correctly to form words. |  |  |  | √ | Experiences challenges |
|  |  | c) Use appropriate words to make short, meaningful sentences |  |  |  | √ | Can make simple sentences |
|  |  | d) Appreciate the role of blending and segmenting in forming sentences |  |  |  | √ | Able to recognize characters |
| 2.0 SPEAKING | 2.4 Talk about | a) Confidently talk about characters and events in a story or text |  |  |  | √ | Experiences challenges |
|  |  | b) Relate characters and events in a story to real life experience |  |  |  | √ | Able to link what is learnt to real life situation |
|  |  | c) Demonstrate interest to address familiar people using appropriate verbal and non-verbal expressions. |  |  |  | √ | Portrays positive interest |
| 2.0 SPEAKING | 2.5 Presentation skills | a) Express self appropriately using acquired vocabulary  to communicate effectively |  |  |  | √ | Experiences challenges |
|  |  | b) Relate various community activities in order in which they occur |  |  |  | √ | Able to list community activities |
|  |  | c) Use appropriate tonal variation, articulation and stress to express self-confidently |  |  |  |  | Can use appropriate tonation |
|  |  | d) Recall ideas on the themes in a logical manner |  |  |  |  | Experiences challenges |

**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 |  |  | √ |  | Sometimes names different weather conditions (rainy, sunny, windy, calm). |
|  |  | b) State ways of responding to different weather conditions |  |  |  | √ | Rarely 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. |  |  |  | √ | Rarely names the importance of different weather conditions |
|  | Recording weather conditions | a) Describe weather conditions at different times of the day |  |  | √ |  | Sometimes describes weather conditions of the day |
|  |  | b) Draw weather symbols to represent different weather conditions |  |  | √ |  | Sometimes draws weather symbols |
|  |  | c) Create a weather record using symbols for a period of one week |  |  |  | √ | Rarely creates a weather record |
|  |  | d) Develop interest in recording weather conditions. |  |  |  | √ | Has challenges in recording the weather conditions |
|  | Interpreting weather messages | a) Interpret weather charts correctly |  |  | √ |  | Sometimes interprets weather chart |
|  |  | b) Communicate weather messages accurately |  |  |  | √ | Rarely communicates weather messages |
|  |  | c) Develop interest in interpreting and communicating weather messages |  |  |  | √ | Needs help 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 |  |  |  |  | Sometimes states the importance of storing water |
|  |  | b) Identify ways of storing water in the home and school |  |  | √ |  | Able to identify some 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. |  |  |  | √ | Rarely names the importance of storing water safely |
|  | Transporting Water | a) Identify different ways of transporting water at home and school |  |  | √ |  | Sometimes identifies different ways of transporting water |
|  |  | b) Demonstrate suitable ways of carrying small quantities of water at home and school |  |  | √ |  | Sometimes demonstrates suitable ways of transporting small quantities of water |
|  |  | c) Appreciate different means of transporting water at home and school |  |  |  | √ | Rarely 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 models objects with soil samples provided |
|  |  | b) Determine the soil that makes long smooth ribbons |  |  |  | √ | Rarely identifies the soil that makes smooth ribbons |
|  |  | c) Appreciate different types of soil in the immediate environment. |  |  |  | √ | Rarely 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 |  |  | √ |  | Sometimes 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. |  |  | √ |  | Sometimes 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. |  |  | √ |  | Sometimes names the importance of different animals in the environment |
|  | Safety when handling animals. | a) Identify possible dangers when handling animals. |  |  |  | √ | Rarely names possible dangers when handling animals |
|  |  | b) Practice safety measures when handling animals. |  |  |  | √ | Rarely practices safety measures when handling animals |
|  |  | c) Appreciate importance of safety when dealing with animals to avoid risk to self, others and the animal |  |  |  | √ | Rarely names 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 | Sautinamajinayaherufiza Kiswahili | a) kutamkasautinnezaherufimojailikuimarishamazungumzo |  | √ |  |  | Anatamkasautilengwavyema |
|  |  | b) kutambuasautizaherufimojazilizofunzwakatikakujengastadiyakusikiliza |  | √ |  |  | Anatambuasautizaherufimojavyema |
|  |  | c) kutambuamajinayaherufizinazowakilishasautilengwakatikakujengastadiyakusikiliza |  | √ |  |  | Anatambuamajinayaherufizasautilengwa |
|  |  | d) kusomaherufizasautimojakatikakujengastadiyakusoma |  |  | √ |  | Anasomabaadhiyaherufizasautimoja |
|  |  | e) kusomamanenokwakutumiasilabizinazotokananasautilengwakatikakujengastadiyakusoma |  |  |  | √ | Anachangamotozakusomamanenokwakutumiasilabi |
|  |  | f) kusomavifunguvilivyonamanenoyaliyonasautilengwakatikakujengastadiyakusoma |  |  |  | √ | Anachangamotozakusomavifunguifaavyo |
|  |  | g) kuandikaherufizinazowakilishwanasautilengwakatikakujengastadiyakuandika |  |  | √ |  | Anaandikabaadhiyaherufizasautilengwakwahatinadhifu |
|  |  | h) kuchangamkiakutumiamanenoyanayojumuishasautizilizofunzwakatikamawasilianoyakilasiku. |  |  |  | √ | Ana changamotozakutumiabaadhiyamanenokatikamawasilianoyakilasiku |
| KusikilizanaKuzungumza: | Maamkuziyanyakatizasiku. | a) kutambuamanenoyatumiwayokatikamaamkuziyanyakatizasikushulenikwamawasilianomwafaka |  |  | √ |  | Anatambuabaadhiyamanenoyamaamkiziyakilasikushuleni |
|  |  | b) kuamkuanakuitikiamaamkuziyanyakatizasikushulenikatikakuimarishamawasiliano |  |  |  | √ | Anachangamotokatikakuamkuanakuitikiamaamkuziyanyakatishuleni |
|  |  | c) kusomamanenoyanayotumiwakatikamaamkuzishulenikatikakuimarishastadiyakusoma |  |  | √ |  | Anasomabaadhiyamanenoyatumiwayokatikamaamkuzishuleni |
|  |  | d) kufafanuaumuhimuwasalamushuleniilikuimarishamawasiliano |  |  | √ |  | Ana changamotozakufafanuaumuhimuwasalamushuleni |
|  |  | e) kufurahiakuamkuawenzake, wafanyakazinawalimushulenikatikakujengamshikamanowajamii |  |  | √ |  | Mara kwamarahuwaamkuawenzake,wafanyakazinawalimu |
| Msamiati | Shuleni | a) kutambuakwakutajamsamiatiwashulenikatikakuimarishaumilisiwalugha |  |  | √ |  | Anatambuabaadhiyamsamiatiwashuleni |
|  |  | b) kutumiamsamiatiwashulenikatikamawasilianoyakilasiku |  |  |  | √ | Anachangamotokatikakutumiamsamiatiwashuleniifaavyokatikasentensi |
|  |  | c) kusomamanenonasentensizinazojumuishamsamiatiwashulenikatikakuimarishastadiyakusoma |  |  |  | √ | Anachangamotozakusomamanenonamsamiatiifaavyo |
|  |  | d) kuandikamanenonasentensifupikuhusushuleilikuimarishastadiyakuandika |  |  |  | √ | Anachangamotokatikakuandikamanenonasentensifupikuhusushule |
|  |  | e) kufurahiakutumiamsamiatiwashulekatikamawasilianoyakilasiku. |  |  | √ |  | Anatumiabaadhiyamsamiatiwashule |
| KusikilizanaKuzungumza: | Masimulizi | a) kutajamajinayavituvinavyopatikanashuleniilikuimarishastadiyakuzungumza |  | √ |  |  | Anatajamajinayavituvyashulenikwausahihi |
|  |  | b) kuelezeavituvinavyopatikanashuleniilikuimarishastadiyakusikiliza |  |  | √ |  | Anaelezeabaadhiyavituvinavyopatikanashuleni |
|  |  | c) kusikiliza kwamakinima simuliziilikuimarisha stadi yakusikiliza |  | √ |  |  | Anasikilizamasimulizikwamakini |
|  |  | d) kusimuliakuhusuvitumbalimbalivinavyopatikanashuleniilikuimarishastadiyakusikiliza |  |  |  | √ | Anachangamotozakusimuliakuhusuvituvyashuleni |
|  |  | e) kuthaminiumuhimuwavituvinavyopatikanashuleni. |  |  | √ |  | Anafahamuumuhimuwabaadhiyavituvyashuleni |
| Kusoma: | Hadithi | a) kutambuapichazavituvinavyopatikanashulenikatikakujengastadiyakusoma |  | √ |  |  | Anatambuavyemapichazavituvinavyopatikanashuleni |
|  |  | b) kuelezeapichakatikahadithiilikuimarishastadiyakuzungumza |  | √ |  |  | Anaelezeapichakatikahadithi |
|  |  | c) kusikilizahadithizikisomwanamwalimukuhusuvituvinavyopatikanashuleniilikuimarishaumakinifu |  | √ |  |  | Anasikilizahadithikuhusuvitushulenikwaumakinifu |
|  |  | d) kusomahadithikuhusushuleilikuimarishastadiyakusoma |  |  |  | √ | Anachangamotozakusomahadithikwausahihi |
|  |  | e) kufahamuhadithialiyoisomanaaliyosomewakatikakupatamafunzoyahadithi |  |  | √ |  | Anajibubaadhiyamaswaliyaufahamukatikahadithi |
|  |  | f) kuchangamkiakusomahadithikuhusushule. |  |  |  | √ | Anachangamotokatikakusomahadithi |
| Msamiati: | Nambari 11-50 | a)kutambuanambari 11-50 kwamanenoilikuimarishamawasiliano |  |  | √ |  | Anatambuabaadhiyanambari 11-50 kwausahihi |
|  |  | b) kusomanambari 11-50 kwamanenoilikujengastadiyakusoma |  |  | √ |  | Anasomabaadhiyanambari 11-50 vyema |
|  |  | c) kuandikanambari 11-50 kwamanenoilikujengastadiyakuandika |  |  |  | √ | Anachangamotokatikakuandikavyemanambari 11-50 kwamaneno |
|  |  | d) kuchangamkiakutumianambari 11-50 kwamanenokatikamazungumzoyake. |  |  | √ |  | Ana changamotokutumiabaadhiyanambari 11-50 katikasentensi |
| Sarufi: | Matumiziya –akona –enu | a) kutambuamatumiziyafaayoya -akona -enukatikamawasiliano |  |  |  | √ | Ana changamotozamatumiziya –akona –enukatikasentensi |
|  |  | b) kusomasentensizinazojumuisha –-akona –enukatikakujengastadiyakusoma |  |  | √ |  | Anatiabidiikusomasentensizinazojumuisha –akona- enukwaufasaha |
|  |  | c) kutumia -akona -enukatikasentensikatikakuimarishamawasiliano |  |  |  | √ | Ana changamotozakutumia –akona –enukatikasentensi |
|  |  | d) kuandikasentensizinazohusisha –akona -enukatikakuimarishastadiyakuandika |  |  |  | √ | Anachangamotokuandikasentensiza –akona–enu |
|  |  | e) kuthaminimatumiziya -akona –enukatikamawasilianoyakilasiku. |  |  |  | √ | Ana changamotozakutumia –akona –enukatikamawasilianoyakilasiku |

**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 |  | √ |  |  | Appreciates himself as part of God’s creation |
|  |  | b) Appreciate their physical appearance as uniquely created by God |  |  | √ |  | Can draw himself and appreciate his appearance as uniquely created by God |
|  |  | c) State different chores they do at home as service to God |  |  | √ |  | Able to identify some chores he can do at home |
|  |  | d) Appreciate their worth as part of God’s creation |  |  | √ |  | He loves taking care of his personal school items and easily makes friends in class. |
| 1.0 Creation | 1.2 My Family | a) Identify members of the extended family to enhance a sense of belonging |  |  |  | √ | Can name some of his extended family members |
|  |  | b) Appreciate members of the extended family for harmonious living |  |  |  | √ | Appreciates having members of the extended members |
|  |  | c) State items shared at home for family unity |  |  |  | √ | Able to identify some of the items shared at home like T.V |
|  |  | d) State items that should not be shared at home for healthy living |  |  | √ |  | Can identify some of the things 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 |  |  | √ |  | Identifies the sky, the moon, the stars as part of God’s creation |
|  |  | b) Draw the sun, moon and stars to appreciate God’s creation |  |  | √ |  | Able to draw the sun, moon and stars as part 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 |  |  |  | √ | Can identify the bible |
|  |  | b) State how often they read the Bible as a family to seek God’s guidance |  |  | √ |  | Can open some pages and knows how to take good care of it. |
|  |  | c) Appreciate the Bible as a guide to Christian living |  |  |  | √ | Respects the Bible |
| 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 |  |  | √ |  | Still experiencing challenges with the old Testament books |
|  |  | b) Identify the first two books in the Old Testament to be familiar with the Bible |  |  | √ |  | Experiencing some difficulties in identification of the old Testament books |
|  |  | c) Appreciate the Bible as the word of God by reading it always |  |  | √ |  | Still learning to read some words in the bible |
| 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 |  |  |  | √ | Experiencing some challenges in fully narrating the call of Samuel |
|  |  | b) Desire to respond appropriately to God by obeying His word |  |  | √ |  | He is obedient, and follows instructions |
| 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 |  |  |  | √ | Still having challenges in communication , but has a pleasant approach when relating with other learners |
|  |  | b) Narrate the story of Noah and the Ark and relate it to their lives by obeying God and their parents |  |  |  | √ | Still learning to hold a complete conversation in regards to Noah’s story |
|  |  | c) Desire to obey God and parents in their daily lives. |  | √ |  |  | Obedient and shows willingness to learn |

**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 |  |  | √ |  | Still learning to be expressive | Still experiencing some difficulties in holding conversations, not expressive, but thoughtful and will easily let you what he wants through facial gestures with few words. |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  |  |  | √ | Still learning to be creative, enjoys coloring new presentations | A bit creative however needs to be exposed to more creative ideas in order to build on his imaginative power |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  |  | √ |  | Still learning to analyze, and build evidence through reasoning | Curious, willing to learn but still needs more effort when it comes to problem solving and taking his own initiative. |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  |  | √ |  | Loves responsibility | Accepts himself, loves the environment, and appreciates the circle of friends around him. |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  |  | √ |  | Loves new experiences , appreciates others | Easily motivated with art work coloring projects, knows how to interact well with others and more effort needed to boost on his self esteem. |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  |  | √ |  | Still learning to use the digital technology | More effort needed to boost on his communication skills |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  |  | √ |  | Still learning to be self – directed , | Obediently works under given instructions, more effort is needed to make himself directed in given classroom situations. |

**SOCIAL BEHAVIORAL REPORT**

|  |  |
| --- | --- |
| **Value / skill** | **Comment / Recommendations** |
| Consideration for others | S |
| Respect for school property | S |
| Organization | IN |
| Accepts responsibility | S |
| Works independently | IN |
| Works well with others | S |
| Completes assignments at school | S |
| Completes assigned homework and projects | S |
| Participates in community service learning | S |
| 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 | N/A |
| P.E | Actively participates in singing games |
| MUSIC | Enjoys singing |
| CHESS | N/A |
| CLUBS | An active member of journalism 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: \_HARRIETTE KAJA NZEMBELA

TERM: ONE GRADE: 2 YEAR: 2019

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | 38 | 14 | Can do better | N.M |
| Literacy / Reading Activities | 10 | 10 | Can do better | N.M |
| Total | 48 | 24 | Can do better | N.M |
| Shughuliyalugha | 25 | 10 | Tia bidii | D.K |
| Shughuliyakusoma / insha | 5 | 02 | Tia bidii | D.K |
| Jumla | 30 | 12 |  | D.K |
| Mathematical activities | 74 | 80 | Good work | L.W |
| Environmental activities | 84 | 70 | Good | D.K |
| Hygiene and nutrition activities | 70 | 52 | Can do better | N.M |
| Christian Religious education / Pastoral Program Instructions(PPI) | 76 | 50 | Can do better | L.W |
| Movement Activities |  |  |  |  |
| Creative Art and Psychomotor Activities |  |  |  |  |
| TOTAL OUTCOME | 382 | 288 |  |  |
| OUT OFF | 600 | 600 |  |  |

Facilitator’s general remarks: Has the potential to do much better

Learner’s general ability: Approaching Expectations

Present: 96% Absent: \_\_\_\_\_\_\_\_\_\_ Closing date: 4.4.2019 Opening date: \_2.5.2019

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

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