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**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

NAME: MAYA MAKOMONDI KOWERU

GRADE: ONE

TERM :**:** TWO

YEAR: 2019

**MATHEMATICS ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 Numbers | 1.1 Number Concept | a) 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 |  | √ |  |  | She 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 |  | √ |  |  | Possesses a neat handwriting. |

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

**HYGIENE AND NUTRITION ACTIVITIES**

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

**CHRISTIAN RELIGIOUS EDUCATION**

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

**COMPETENCIES EVALUATION**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COMPETENCE** | **Expected outcome(s)** | **Key indicators** | **A** | **B** | **C** | **D** | **Remarks** | **Recommendations** |
| Communication & Collaboration | Interpret and express themselves through various media | Expressive  Clear  Emphatic  Responsible  Thoughtful  Team player  patient |  | √ |  |  | Is responsible, patient and thoughtful and a team player | Needs to be more clear ,expressive in her communication |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  | √ |  |  | Is Appreciative, creative and imaginative | Able to engage in creative processes and transform images into reality however, needs to be more dynamic |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | Reflective, Inquisitive and analytical | Needs to participate more in class discussions and arguments in the process of learning new things. |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  | √ |  |  | Still learning the sense of belonging, patriotism and nationalism | Responsible, analytical however, still learning how to be a decision maker |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  | √ |  |  | Resourceful, reflective and open to new ideas | Easily motivated with new discoveries, organizes and effectively manage individual learning and growth however needs to learn more by interacting with others |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  | √ |  |  | Creative and can easily solve problems through digital platforms | Creative and innovative in handling digital learning resources however needs to be patient in the process of learning. |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  | √ |  |  | Self-aware, goal oriented and self- directed | Self-efficient, but still learning on financial literacy and to be healthy committed |

**Social behavioral report**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

|  |  |
| --- | --- |
| **ACTIVITY** | **TEACHER’S REMARKS** |
| SWIMMING | Was not done in term two |
| BALLET | Participates well in skating |
| SKATING | N/A |
| SOCCER | N/A |
| P.E | Coordinates body parts well and loves racing |
| MUSIC | Loves singing and dancing |
| CHESS | N/A |
| CLUBS | A member skating club |

**KINGS INTERNATIONAL ACADEMY**

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MS. DAMARICE. STUDENT’S NAME: MAYA MAKOMONDI.

TERM:TWO. GRADE: ONE. YEAR: 2019.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACTIVITIES** | **1ST C.A.T** | **2ND C.A.T** | 3RD C.A.T | **REMARKS** | **TRS. INTITIALS** |
| English Language Activities | **39** | **48** | **43** | Good | N.M |
| Literacy / Reading Activities | **49** | **50** | **50** | Excellent | N.M |
| Total | **88** | **98** | **93** | Good | N.M |
| Shughuli ya lugha | **46** | **48** | **40** | Hongera | D.K |
| Shughuli ya kusoma / insha | **50** | **50** | **50** | Hongera | D.K |
| Jumla | **96** | **98** | **90** | Hongera | D.K |
| Mathematical activities | **66** | **90** | **86** | Good | L.W |
| Environmental activities | **98** | **96** | **98** | Excellent | D.K |
| Hygiene and nutrition activities | **84** | **100** | **98** | Excellent | D.K |
| Christian Religious education / Pastoral Program Instructions(PPI) | **94** | **90** | **100** | Excellent | M.M |
| Movement Activities | **\_** |  |  |  |  |
| Creative Art and Psychomotor Activities | **\_** |  |  |  |  |
| TOTAL OUTCOME | **526** | **572** | **565** |  |  |
| OUT OF | **600** | **600** | **600** |  |  |

Facilitator’s general remarks: Well done! You have continued working hard from opener to end term exam. Keep it up!

Learner’s general ability: meeting expectations.

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

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