**KINGS INTERNATIONAL ACADEMY**

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**RECEPTION PROGRESS REPORT**

**STUDENT DETAILS**

**NAME:SHAWN TOM**

**GRADE: RECEPTION**

**TERM: TWO**

**YEAR: 2019**

**MATHEMATICS ACTIVITIES**

|  |  |  |  |  |  |  |  |
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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOME / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 CLASSIFICATION | 1.1 Sorting & grouping  8 lessons | a) Identify similarities among objects in the environment for distinguishing one object from the other |  |  | √ |  | Able to with some guidance. |
|  |  | b) Identify differences among objects in the environment to appreciate their similarities and differences |  | √ |  |  | Able to with some guidance |
|  |  | c) Enjoy sorting and grouping objects in the environment |  | √ |  |  | Enjoys the exercise. |
|  |  | d) Group objects according to a specific attribute to create sets of similar objects |  | √ |  |  | Able to group. |
|  |  | e) Appreciate the materials in the environment for their uniqueness and diversity. |  | √ |  |  | Shows positive attitude towards learning. |
| 1.0 CLASSIFICATION | 1.2 Matching and Pairing  8 lessons | a) Identify similarities among objects in the environment |  | √ |  |  | Able to identify. |
|  |  | b) Identify differences among objects in the environment |  | √ |  |  | Still learning. |
|  |  | c) Match similar objects in the environment |  | √ |  |  | Able to match. |
|  |  | d) Pair objects according to specific criteria |  |  | √ |  | Needs more practice. |
|  |  | e) Appreciate the use of different objects in the environment |  |  | √ |  | Able to interact with objects in the environment. |
| 1.0 CLASSIFICATION | 1.3 Ordering  8 lessons | a) Collect and identify different objects in their environment for exploration and enjoyment |  | √ |  |  | Able to collect with some guidance. |
|  |  | b) Differentiate objects of different sizes in the environment |  | √ |  |  | Able to differentiate. |
|  |  | c) Use appropriate vocabulary related to ordering for effective communication |  |  | √ |  | Needs more practice. |
|  |  | d) Arrange objects according to size in ascending order up to 3 objects for making comparison of objects of different sizes |  |  | √ |  | Needs more practice. |
|  |  | e) Arrange objects according to size in descending order up to 3 objects for making comparison of objects of different sizes |  |  | √ |  | Needs more practice. |
|  |  | f) Organize different objects in the environment |  |  | √ |  | Needs more practice. |
|  |  | g) Appreciate different objects or materials in the environment. |  |  | √ |  | Able to interact with objects in the environment. |
| 1.0 CLASSIFICATION | 1.4 Patterns  8 lessons | a) Observe objects in the environment and identify existing patterns |  |  | √ |  | Needs more practice. |
|  |  | b) Identify similarities in patterns in the environment |  |  | √ |  | Needs to observe more patterns. |
|  |  | c) Identify different patterns in the environment |  |  | √ |  | Needs to observe more patterns. |
|  |  | d) Identify the repeated shapes which form a pattern |  |  | √ |  | Needs more practice in this. |
|  |  | e) Arrange similar objects to make a pattern |  | √ |  |  | Able to categorize. |
|  |  | f) Arrange 2 different objects in an alternating manner to make patterns |  |  | √ |  | Needs more practice. |
|  |  | g) Appreciate the different types of objects in the environment |  | √ |  |  | Able to interact with objects in the environment. |
|  |  | h) Enjoy making different patterns with objects found in the environment. |  |  | √ |  | Enjoys doing the exercise. |
| 2.0 NUMBERS | 2.1 Rote counting  8 lessons | a) Rote count numbers 1-10 for developing numeracy skills |  | √ |  |  | Able to count. |
|  |  | b) Rote count numbers 1-10 using actions for development of numeracy skills |  | √ |  |  | Enjoys the activity. |
|  |  | c) Enjoy rote counting in daily life |  | √ |  |  | Enjoys the activity. |
| 2.0 NUMBERS | 2.2 Number recognition  10 lessons | a) Identify numerals 1-9 for development of numeracy skills and symbolic representation of number |  | √ |  |  | Able to identify |
|  |  | b) Appreciate use of numbers in day to day life experiences |  | √ |  |  | Enjoys the use of numbers. |
| 2.0 NUMBERS | 2.3 Counting concrete objects  10 lessons | a) Count concrete objects 1-9 for development of numeracy skills and associating a group of objects with a number symbol |  | √ |  |  | Able to count objects. |
|  |  | b) Demonstrate one to one correspondence while counting concrete objects |  | √ |  |  | Able to interact. |
|  |  | c) Enjoy counting concrete objects within their environment |  | √ |  |  | Able to appreciate things in the environment. |
|  |  | d) Appreciate the use of one to one correspondence in real life situations. |  |  | √ |  | Enjoys interacting. |
| 2.0 NUMBERS | 3.4 Number sequencing  10 lessons | a) Identify number symbols 1-9 as indicated on number cards or charts for development of numeracy skills and for ordering numbers |  |  | √ |  | Still learning. |
|  |  | b) Arrange number cards in sequence 1-9 |  |  | √ |  | Still learning. |
|  |  | c) Arrange number cards in sequence for completing sequence puzzles |  |  | √ |  | Need more practice. |
|  |  | d) Enjoy arranging numbers in sequence in their day to day life. |  | √ |  |  | He enjoys. |
| 2.0 NUMBERS | 1.5 Symbolic representation of number (number writing)  10 lessons | a) Identify number symbols 1- 9 for development of numeracy skills |  | √ |  |  | Still learning. |
|  |  | b) Join dots to form number symbols 1-9 on a surface |  | √ |  |  | Able to join dots. |
|  |  | c) Trace number symbol cut-outs 1-9 on a surface |  |  | √ |  | Need more practice. |
|  |  | d) Model number symbols 1-9 using materials in their environment |  | √ |  |  | Enjoys modeling. |
|  |  | e) Write number symbols 1-9 on a surface |  |  | √ |  | Still learning. |
|  |  | g) Appreciate the use of numbers within their environment in the day to day life experiences |  | √ |  |  | Enjoys using numbers. |

**LANGUAGE ACTIVITIES**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **STRAND** | **SUB - STRAND** | **EXPECTED OUTCOMES/ INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 LISTENING | 1.1 Common greetings and farewell.  (4 Lessons) | a) Respond appropriately to general greetings at home and at school. |  |  | √ |  | Able to respond but still learning some. |
|  |  | b) Respond appropriately to time related greetings at home and at school. |  |  | √ |  | Responds but still learning more. |
|  |  | c) Respond appropriately to farewell at home and at school. |  |  | √ |  | Able to respond. |
|  |  | d) Respond appropriately to farewell with reference to time at home and at school. |  |  | √ |  | Able to respond and still learning more. |
|  |  | e) Enjoy responding appropriately to greetings and farewell at home and at school. |  |  | √ |  | Takes pleasure in responding. |
| 1.0 LISTENING | 1.2 Listening for enjoyment  (4 Lessons) | a) Respond appropriately to a variety of listening experiences in and out of class. |  |  | √ |  | Learning how to concentrate. |
|  |  | b) Demonstrate enjoyment in a variety of listening experiences. |  |  | √ |  | Responds well. |
| 1.0 LISTENING | 1.3 Active Listening  (4 Lessons) | a) Respond to simple instructions in and out of class. |  | √ |  |  | Able to respond. |
|  |  | b) Take turns during conversations in and out of school. |  |  | √ |  | Still learning. |
|  |  | c) Take pleasure in responding to simple instructions in and out of class. |  |  | √ |  | Easily distracted. |
|  |  | d) Enjoy taking turns in a conversation in and out of school. |  |  | √ |  | Exercises patience. |
| 1.0 LISTENING | 1.4 Passing information  (2 Lessons) | a) Convey verbal messages effectively in and out of class. |  |  | √ |  | Able to give information. |
|  |  | b) Listen to information attentively for effective communication in and out of class. |  |  | √ |  | Easily distracted. |
|  |  | c) Experience pleasure in passing verbal messages in and out of class. |  |  | √ |  | Still learning how to pass information. |
| 1.0 LISTENING | 1.5 Auditory discrimination  (2 Lessons) | a) Recognize sounds in the environment. |  | √ |  |  | Still learning. |
|  |  | b) Respond appropriately to sounds in the environment. |  |  | √ |  | Able to relate to the source. |
|  |  | c) Enjoy listening to sounds in the environment. |  |  | √ |  | Derives pleasure in listening. |
| 1.0 LISTENING | 1.6 Auditory Memory (10 Lessons) | a) Recall a variety of sounds in the environment. |  | √ |  |  | Able to imitate. |
|  |  | b) Recall letter sounds in class. |  |  | √ |  | Still learning. |
|  |  | c) Take pleasure in listening to sounds in the environment. |  | √ |  |  | Enjoys the activity. |
| 2.0 SPEAKING | 2.1 Common general and time-related greetings and farewell  (4 lessons) | a) Use a range of words for general greetings in school and at home. |  |  | √ |  | Able to use some but still learning. |
|  |  | b) Greet people verbally with reference to time at home and at school. |  |  | √ |  | Able to but still learning. |
|  |  | c) Bid people farewell using appropriate words at home and at school. |  | √ |  |  | Able to. |
|  |  | d) Take pleasure in greeting and bidding farewell at home and at school. |  | √ |  |  | Enjoys it. |
| SPEAKING | 2.2 Self-expression  (2HRS) | a) Express own needs at home and at school. |  |  | √ |  | Able to tell own feelings. |
|  |  | b) Express emotions and feelings appropriately at home and at school. |  |  | √ |  | Learning how Controls own emotions. |
|  |  | c) Use appropriate vocabulary to express feelings and emotions in school and at home. |  |  | √ |  | Still learning. |
|  |  | d) Use appropriate vocabulary to express own needs in school and at home. |  |  | √ |  | Able to express a bit but still learning. |
|  |  | e) Enjoy expressing themselves verbally at home and in school. |  |  | √ |  | Takes pleasure in communicating. |
| SPEAKING | 2.3 Polite language  (2HRS) | a) Use appropriate vocabulary when making requests at home and at school. |  |  | √ |  | Able to use some but still learning. |
|  |  | b) Use appropriate vocabulary when appreciating others at home and at school. |  |  | √ |  | Able to use some but still learning more. |
|  |  | c) Experience pleasure in making requests at home and at school. |  |  | √ |  | Exercises excitement when able to use them. |
|  |  | d) Take pleasure in appreciating others when need arises. |  |  | √ |  | Enjoys appreciating others. |
| 2.0 SPEAKING | 2.4 Audience Awareness  (2HRS) | a) Demonstrate awareness of own voice in and out of class. |  | √ |  |  | Audible enough. |
|  |  | b) Speak clearly when talking to others in and out of class. |  |  | √ |  | Can be understood but still learning. |
|  |  | c) Speak loudly enough for the audience to hear in school and at home |  |  | √ |  | Audible enough. |
|  |  | d) Experience pleasure in varying own voice when communicating with others. |  |  | √ |  | Enjoys communicating to a certain level. |
| 2.0 SPEAKING | 2.5 Passing information  (1HR) | a) Convey verbal messages effectively to the teacher and to other learners. |  | √ |  |  | Easy in conversation to a certain level |
|  |  | b) Use relevant vocabulary to pass verbal information to the teacher and other learners. |  |  | √ |  | Still learning. |
|  |  | c) Enjoy passing verbal messages to the teacher and other learners. |  |  | √ |  | Takes pleasure in it. |
| 2.0 SPEAKING | 2.6 Naming  (4HRS) | a) Name objects, people, animals and colors in the immediate environment. |  | √ |  |  | Able to tell. |
|  |  | b) Take pleasure in naming objects, people, animals and colors in the immediate environment. |  | √ |  |  | Enjoys naming. |
| 2.0 SPEAKING | 2.7 Articulation of Letter Sounds  (4HRS) | a) Articulate vowels correctly in and out of school. |  |  | √ |  | Able to tell some but still learning. |
|  |  | b) Articulate consonants correctly in and out of school. |  |  | √ |  | Able to tell some but still learning. |
|  |  | c) Demonstrate awareness of letter-sound correspondence in class. |  |  | √ |  | Able to respond but still learning. |
|  |  | d) Take pleasure in articulating vowels and consonants in and out of school. |  |  | √ |  | Does it with enthusiasm to the known. |
| 3.0 READING | 3.1 Book handling skills  (1HR) | a) Hold a book top side up in and out of school. |  | √ |  |  | Able to hold upright. |
|  |  | b) Demonstrate ability to turn pages from right to left when opening a page in and out of school. |  | √ |  |  | Able to open the book with ease. |
|  |  | c) Take pleasure in book handling and storage activities in and out of school. |  |  | √ |  | Takes care of own books well. |

**ENVIRONMENTAL ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **B** | **REMARKS** |
| 1.0 SOCIAL ENVIRONMENT | 1.1 Myself  (5 Lessons) | a) Tell their names for identity |  | **√** |  |  | Able to tell. |
|  |  | b) Identify their sex for self-awareness |  | **√** |  |  | Able to tell. |
|  |  | c) Identify body parts (head, hands and legs) |  | **√** |  |  | Able to identify. |
|  |  | d) Appreciate oneself for self-esteem |  | **√** |  |  | Accepts himself. |
| SOCIAL ENVIRONMENT | 1.2 : OUR SCHOOL  10 (Lessons) | a) Talk about people working in the school for identification, |  |  | **√** |  | Able to name. |
|  |  | b) Appreciate the work done by people in school, |  |  | **√** |  | Able to appreciate. |
|  |  | c) Identify structures found in the school for familiarization |  |  | **√** |  | Able to name some few structures. |
|  |  | d) Identify the flag and the flag post for patriotism |  |  | **√** |  | Able to identify the colors. |
| 1.0 SOCIAL ENVIRONMENT | 1.3 Home  (10 Lessons) | a) Name people found at home, |  | **√** |  |  | Able to name. |
|  |  | b) Tell the relationship between people found at home, |  |  | **√** |  | Able to tell. |
|  |  | c) Talk about work done by people found at home for appreciation, |  |  | **√** |  | Appreciates the work done. |
|  |  | d) Appreciate the people at home for harmonious living. |  |  | **√** |  | Able to interact with the family members. |
| 1.0 SOCIAL ENVIRONMENT | Interpersonal Relationship  (5 Lessons) | a) Talk about courteous words used in different situations |  |  | **√** |  | Able to use some of the courteous words. |
|  |  | b) Use courteous words appropriately during interactions |  |  | **√** |  | Able to use some but still learning. |
|  |  | c) Show etiquette in their interactions for personal relationships |  |  | **√** |  | Interacts well with others. |
| 1.0 SOCIAL ENVIRONMENT | 1.5 Dressing  ( 10 Lessons) | a) Identify clothes worn at different occasions, |  |  | **√** |  | Able to identify some. |
|  |  | b) Talk about clothes for different occasions. |  |  | **√** |  | Able to identify some but still learning. |
|  |  | c) Talk about the importance of dressing |  |  |  | **√** | Still learning. |
|  |  | d) Appreciate clothes worn at different occasions for |  |  |  | **√** | Still learning. |
| 2.0 HEALTH PRACTICES | 2.1 Hand washing  (5 lessons) | a) Wash hands appropriately for personal hygiene, |  | **√** |  |  | Able to wash. |
|  |  | b) Demonstrate hand washing behavior at critical times, |  |  | **√** |  | Able to demonstrate. |
|  |  | c) Appreciate the need to wash hands for personal hygiene, |  |  | **√** |  | Able to appreciate. |
|  |  | d) Tell the importance of washing hands. |  |  | **√** |  | Able to tell some but still learning. |
| 2.0 HEALTH PRACTICES | 2..2 Cleaning nose  (5 lessons) | a) tell the importance of cleaning their nose |  |  |  | **√** | Still learning. |
|  |  | b) Demonstrate the ability to wipe the nose appropriately |  |  | **√** |  | Able to show. |
|  |  | c) Maintain a clean handkerchief for personal hygiene |  |  | **√** |  | Able to keep it clean. |
|  |  | d) Talk about the dangers of putting objects in the nose |  |  |  | **√** | Still learning. |

**CHRISTIAN RELIGIOUS EDUCATION**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **THEME** | **SUB - THEME** | **EXPECTED OUTCOMES / INDICATORS** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 GOD’S CREATION | 1.1 Who is God?  (7 Lessons) | a) Demonstrate God’s love as the Sole Creator in his/her life to promote personal relationship with Him. |  |  | √ |  | Able to tell. |
|  |  | b) Identify God as his/her heavenly Father. |  |  | √ |  | Able to identify. |
|  |  | c) Respect God as the Father of mankind, |  |  | √ |  | Respects God. |
|  |  | d) Appreciate God as the Sole Creator and Heavenly Father for personal development. |  |  | √ |  | Able to relate to God’s creation by naming them. |
| 1.0 GOD’S CREATION | 1.2 Myself  (6 Lessons) | a) Mention his /her name for self-awareness |  | √ |  |  | Able to tell. |
|  |  | b) Sing songs as special creature created in the image and likeness of God. |  | √ |  |  | Able to relate to songs and sing them. |
|  |  | c) Appreciate himself/herself as wonderfully made by God |  | √ |  |  | Proud of himself. |
| 1.0 GOD’S CREATION | 1.3 My family  (6 Lessons) | a) Name the family members for example father, mother, brothers and sisters to have a sense of belonging. |  | √ |  |  | Able to name. |
|  |  | b) Mention that his/her family members are a gift from God. |  |  | √ |  | Able to recognize them as gifts. |
|  |  | c) Appreciate God for creating his/her parents, brothers and sisters. |  |  | √ |  | Shows appreciation on how he talks about his family. |
| 1.0 GOD’S CREATION | Communicating to God through prayer.  (7 lessons) | a) Name different times of prayer for his/her spiritual nourishment. |  |  | √ |  | Able to but still learning. |
|  |  | b) Demonstrate postures for prayer as way of communicating with God |  |  | √ |  | Able to stand and put hands together while praying. |
|  |  | c) Recite simple prayers for his/her spiritual growth |  |  | √ |  | Able to say short prayers. |
|  |  | d) Desire to thank and praise God through prayers. |  |  | √ |  | Shows interest in praying. |

**PSYCHOMOTOR AND CREATIVE ACTIVITIES**

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| **STRAND** | **SUB-STRAND** | **EXPECTED OUTCOMES** | **A** | **B** | **C** | **D** | **REMARKS** |
| 1.0 PICTURE  MAKING  TECHNIQUES | 1.1 Drawing  1.1.1 Scribbling and doodling  4 Lessons | a) Develop simple pictures using scribbling techniques for fine muscle development, |  |  | √ |  | Able to scribble. |
|  |  | b) Develop simple pictures using doodling techniques for eye hand co-ordination, |  |  | √ |  | Able to doodle. |
|  |  | c) Appreciate own and others drawn work. |  |  | √ |  | Takes pleasure in work done. |
| 1.0 PICTURE MAKING TECHNIQUES | 1.1Drawing  1.1.2 Dot joining  3 Lessons | a) Develop simple pictures by dot joining techniques for enjoyment, |  |  | √ |  | Able to join dots to form pictures. |
|  |  | b) Draw simple pictures using drawing materials for creativity, |  |  | √ |  | Able to sketch. |
|  |  | c) Appreciate own and others drawn work. |  |  | √ |  | Takes interest in the work done. |
| 1.0 PICTURE MAKING  TECHNIQUES | 1.2 Coloring  3 Lessons | a) Identify common colors in the environment for coloring pictures |  | √ |  |  | Able to tell primary colors. |
|  |  | b) Learners apply color on drawn plant pictures for aesthetic value |  |  | √ |  | Able to color. |
|  |  | c) Appreciate owns others colored work. |  |  | √ |  | Able to appreciate. |
| 1.0 PICTURE MAKING  TECHNIQUES | 1.3 Coloring  3 Lessons | a) Learners apply color on drawn animal pictures for aesthetic value |  | √ |  |  | Able to color. |
|  |  | b) Appreciate own an others colored work |  |  | √ |  | Able to appreciate. |
| 1.0 PICTURE MAKING TECHNIQUES | 2.2.1Painting  2 Lessons | a) Create images using finger painting techniques for enjoyment |  | √ |  |  | Able to fingerprint. |
|  |  | b) Perform free choice painting on paper for enjoyment |  |  | √ |  | Does it with excitement. |
|  |  | c) Appreciate own and others painted work |  |  | √ |  | Able to appreciate. |
| 1.0 PICTURE MAKING TECHNIQUES | 1.3.1 Painting  3 Lessons | a) Apply paint on shapes for enjoyment |  |  | √ |  | Able to paint on given objects. |
|  |  | b) Perform free choice painting on paper for enjoyment |  |  | √ |  | Does it well. |
|  |  | c) Appreciate own and others painted work |  |  | √ |  | Able to appreciate. |
| 2.0 PICTURE MAKING TECHNIQUES | 2.1Printing  Pattern making  4 lessons | a) Make patterns using objects for creativity |  |  | √ |  | Able to make patterns. |
|  |  | b) Appreciate own and others pattern work |  |  | √ |  | Able to appreciate. |

**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 |  |  | √ |  | Able to express himself, responsible and a team player. | Should be encouraged to take turns. |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  |  | √ |  | Is creative, imaginative, and appreciative. | Needs more support in generating new ideas. |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  |  | √ |  | Is curious and reflective. | Needs to be taken through challenges and left to analyze and solve alone. |
| Citizenship | Contribute to quality and sustainability of their community, environment and society. | Analytical  Empathetic  Global  Stewardship  Responsible  Decision makers |  |  | √ |  | Shows empathy, stewardship and responsibility. | Encourage the child to explore the environment and analyze the things around him and make decisions on them. |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  |  | √ |  | Able to interact with others and gains knowledge and skills. | Should be exposed to more picture reading for resourcefulness. |
| Self-Efficacy | Become self-aware and self – directed, set and pursue goals. | Self-aware  Self-directed  Financial literacy  Goal oriented  Self-reliant  Healthy  Committed |  | √ |  |  | Able to understand self and surrounding environment better. | Needs more help to understand himself better. |

**Social behavioral report**

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

**Key**

S – Satisfactory

IN – Improvement needed.

**EXTRA – CURRICULUMN**

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

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MWANGI ALICE WAMBUI

STUDENT’S NAME: SHAWN TOM.

TERM: 2 GRADE: RECEPTION YEAR: 2019

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| --- | --- | --- | --- | --- |
| **ACTIVITIES** | **MID TERM TWO** | **END TERM**  **TWO** | **REMARKS** | TRS.  INITIALS |
| Language Activities/Reading | **69** | **87** | **Good** | **M.A.W** |
| Mathematical activities | **90** | **96** | **V. Good** | **M.A.W** |
| Environmental activities | **95** | **90** | **V. Good** | **M.A.W** |
| Christian Religious education / Pastoral Program Instructions(PPI) |  | **80** | **Good** | **M.A.W** |
| Movement Activities | **84** | **80** | **Good** | **M.A.W** |
| Creative Art and Psychomotor Activities | **96** | **98** | **V. Good** | **M.A.W** |
| TOTAL OUTCOME | **434** | **531** |  |  |
| OUT OFF | **500** | **600** |  |  |

Facilitator’s general remarks: Keep it up Shawn.

Learner’s general ability: Approaching expectation.

Present: 57 Absent: 2 Closing date: 2ndAugust 2019 Opening date: 27thAugust 2019

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

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