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**GRADE ONE PROGRESS REPORT**

**STUDENT DETAILS**

NAME: WALTER ODIMA OMONDI

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 |  | √ |  |  | he is attentive and a keen listener |
|  |  |  | b) Respond to simple specific one- directional instructions in oral communication, |  | √ |  |  | Able to follow instructions as expected |
|  |  |  | c) Appreciate the importance of listening attentively for effective communication. |  | √ |  |  | Responds to instructions given |
| 1.0 LISTENING AND SPEAKING | Pronunciation and Vocabulary |  | a) Discriminate the sounds /sh/ /b/ in different spoken words for Comprehension. |  | √ |  |  | Able to respond to questions appropriately |
|  |  |  | b) Pronounce the words with the sounds in isolation in preparation for reading. |  | √ |  |  | Able to articulate words correctly |
|  |  |  | c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning |  | √ |  |  | Able to use a range of vocabulary |
| 1.0 LISTENING AND SPEAKING | 1.3 Reading | Hygiene | a) Read short words with letter –sound correspondence in  preparation for  Phrasal reading. |  | √ |  |  | Able to read the comprehension with speed |
| 1.0 LISTENING AND SPEAKING | 1.4 Language structures and functions | Simple past  tense | a) Talk about personal hygiene activities using simple past tense. |  | √ |  |  | Able to use past tense |
|  |  |  | b) Appreciate/enjoy communicating ideas using the simple past tense. |  | √ |  |  | Shows interest in using simple past tense |
| 1.0 LISTENING AND SPEAKING | Oral work | Myself/ Parts of  the body | a) Talk about the pictures and discuss what they see. |  | √ |  |  | Able to recognize pictures |
|  |  |  | b) Pronounce the words which start with the sounds /ch/ in isolation in preparation for reading. |  | √ |  |  | Able to articulate words correctly. |
|  |  |  | c) Appreciate the  variation in meaning of similar sounding words that look different |  | √ |  |  | Shows positive interest |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Myself/ Parts of  the body | a) Use demonstratives to talk about body parts and gender. |  | √ |  |  | Able to talk about gender and body parts using demonstratives |
|  |  |  | b) Identify words with ch sound, |  | √ |  |  | Able to use given words appropriately |
|  |  |  | d) Identify singular and plural nouns. |  | √ |  |  | Able to recognize plural and singular nouns |
| 1.0 | Pronunciation /Sounds and spelling | Family | a) ) Pronounce the words which start with the sounds /m/ and /g/ in isolation in preparation for reading. |  | √ |  |  | Able to articulate words correctly |
|  |  |  | b) Recognize new  words used in the themes to acquire a range of vocabulary  and their meaning |  | √ |  |  | Uses new learnt vocabulary appropriately |
| 1.0 LISTENING AND SPEAKING |  | Noun Sets | c) Recognize the sets of nouns denoting male and female  within the family setting. |  | √ |  |  | Able to differentiate family noun sets |
|  |  |  | d) Use the sets of nouns denoting male and female within the family to communicate effectively |  | √ |  |  | Able to communicate effectively |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Safety | a) Use prepositions to talk about personal safety, security and simple injuries. |  |  | √ |  | Able to use some prepositions correctly |
|  |  | Simple pre-positions  (in, on, under,  Between) | b) Recognize the location given by prepositions in oral construction sentences. |  |  | √ |  | Able to spot some preposition in a sentence |
|  |  |  | c) Appreciate the use of pre-positions for indicating location. |  | √ |  |  | Uses preposition in different settings. |
|  |  |  | d) add sound e to words given to change the meaning and pronunciation |  | √ |  |  | Able to use magic “e” to form words |
| 1.0 LISTENING AND SPEAKING | Language structures and functions | Community leaders | a) Pronounce the words with the sounds ch/ pr/in preparation for reading. |  | √ |  |  | Articulate the words properly. |
|  |  |  | b) Recognize new words used in the themes to acquire a range of vocabulary and their meaning. |  |  | √ |  | Able to note new words and their meaning |
|  |  |  | c) Use the articles ‘a’, ‘an’ ‘the’ to talk about community leaders and Identify objects and attach articles to them in conversations. |  |  | √ |  | Can use the articles |
|  |  |  | d) Appreciate the use of articles in effective communication. |  | √ |  |  | Uses articles in communication. |
|  |  |  | e) use good and legible handwriting to copy the letter patterns correctly and neatly in their exercise books |  | √ |  |  | Shows positive improvement in 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. |  | √ |  |  | Able to 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.e. food,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 | √ |  |  |  | He confidently narrated the story of Elijah and the chariot of fire, he was able to relate well with his classmates. |
|  |  | b) Identify the lesson learned values acquired from the story Elijah and the chariot of fire |  | √ |  |  | From the story he was able to acquire the value of obedience which he demonstrated in class. |
|  |  | c) Recognize the importance of pleasing God and state ways of pleasing God in their daily life | √ |  |  |  | He was able to state ways of pleasing God in his life. |
|  |  | d) Appreciate father-son relationship between Elijah and Elisha and desire to honor their parents | √ |  |  |  | He was able to make a card to appreciate and honour his parent. |
| The early of life Jesus | The birth of Jesus Christ | a) Mention the parents of Jesus and identify it with their own | √ |  |  |  | He was able to spell his parents’ names and also name Jesus parents. |
|  |  | b) Identify the city Jesus was born and recognize the importance of children to their parents. |  | √ |  |  | He was able to name the city where Jesus was born and he was also able to state the importance of his to his parents. |
|  |  | c) Describe the joy of the shepherds when Jesus was born relate with theirs when a child is born in their family |  | √ |  |  | He was able to tell how he feels when he sees a new born baby brought at home. |
|  |  | d) ) Understand the reason why they celebrate Christmas and relates with their birth day |  | √ |  |  | He was able to tell the event that takes place during a birthday party and state why he celebrates Christmas. |
|  |  | e) Identify the values and lessons learned from the birth of Jesus and apply it in their daily life |  |  | √ |  | He developed the value of love which was evident In how he related well with his classmates. |
| The early life of Jesus Christ | Jesus Christ at the temple | a) Identify the reason why Jesus went to the temple and compare to themselves going to church |  | √ |  |  | He was able to state reasons why Jesus went to the temple and why he also goes to church. |
|  |  | b). Tell the reason why Jesus remained in the temple | √ |  |  |  | Was able to tell reasons why Jesus stayed in the temple after his parents left. |
|  |  | c) Emulate Jesus example by obeying his parents | √ |  |  |  | He has been very obedient both at school and at home. |
|  |  | d) Desire to follow Jesus Christ example to accompany their parents to church | √ |  |  |  | He goes to church every Sunday where  he is an active member of Sunday school. |
|  |  | e)Recognize the importance of going to church to enhance spiritual growth | √ |  |  |  | Has grown spiritually by going to church every Sunday. |
| The early life of Jesus Christ | The baptisms of Jesus Christ | 1. Identify the reason why people get baptized |  | √ |  |  | Was able to state the reasons why people get baptized. |
|  |  | b) Describe the events that took place in the baptism of Jesus Christ |  | √ |  |  | Was able to narrate the events that took place during the baptism of Jesus Christ. |
|  |  | c) Identify the lesson learned and values acquire in the baptism of Jesus Christ and applied in their day to day life |  | √ |  |  | He was able to learn how to be humble just like Jesus Christ was humble. |
|  |  | d) Understand the importance of baptism as it creates a bond between us and God | √ |  |  |  | Was able to understand the importance of baptism. |
| Early life of Jesus Christ | wedding at Cana | a) Describe what happened at the wedding in Cana | √ |  |  |  | Was able to narrate the events that took place at Cana of Galilee. |
|  |  | b) Identify the importance of believing in Jesus as he was able to perform a miracle | √ |  |  |  | He believed in Jesus Christ to pass his exams. |
|  |  | c) Identify the values and lessons learned from what happened at the wedding in Cana |  | √ |  |  | He has learnt how to trust in Jesus in everything he does. |
| The early life of Jesus Christ | Healing of Simon peters mother in law | a)Describe how Simon peters mother in law show she was grateful to Jesus for healing her |  | √ |  |  | Has been able to describe how joyful Simon peters mother was after she was healed by peter. |
|  |  | b) Recognize the importance of having faith in Jesus like Simon peters mother in law |  | √ |  |  | He recognizes how important faith in God was in his life. |
|  |  | c) Appreciate any good deed done to them |  | √ |  |  | He appreciated his parents for buying him a gift during his birthday. |
| Christian values | sharing | a) Identify items they share at home to enhance togetherness | √ |  |  |  | He named some items they share at home as a family. |
|  |  | b)Understand the reason why they should share at home or school |  | √ |  |  | He is able to give reasons why he should share at home with the rest of the family members. |
|  |  | c)Narrate the story of a little boy with two fish and five loaves of bread |  |  | √ |  | He narrated the story of a little boy with two fish and loaves of bread. |
|  |  | c)Understand the importance of believing God through blessing two fish and five loaves of bread to feed the people | √ |  |  |  | He understood the importance of believing in God. |
|  |  | d) Appreciate the environment by keeping it clean and sharing the responsibilities in cleaning the environment |  | √ |  |  | He was able to participate in cleaning the classroom thus learning the value of appreciating the environment. |
| Christian values | obedience | a)Identify ways they should obey their parents | √ |  |  |  | Was able to state ways of showing obedience to her parents. |
|  |  | b)Recognize the reason why they should obey their | √ |  |  |  | Was able to recognize reasons why he should obey his parents. |
|  |  | c) Identify the reason why they should why respect and obey the elders | √ |  |  |  | Was able to state reasons why he should respect and obey his elders. |

**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 very thoughtful, expressive, empathetic and communicates clearly | Has greatly improved in being responsible and is still learning to be a committed team player |
| Creativity & Imagination | Demonstrate openness to new experiences, engage in creative process, generate and apply new ideas. | Dynamic  Creative.  Appreciative  Imaginative  Experiential  Connectors |  | √ |  |  | Very imaginative, creative and experiential in given classroom situations. | Actively demonstrates openness to new experiences and applies new ideas in creative processes and transforms images into reality, however he still needs to learn to follow instructions. |
| Critical thinking & Problem Solving | Analyze and evaluate evidence, arguments and ideas through reasoning. | Inquisitive  Reflective  Analytical  Curious  Problem solver |  | √ |  |  | A good problem solver, analytical and inquisitive | Is curious, gives concrete ideas in classroom discussions and arguments and learns new ideas quickly, however needs to learn to be tolerant with other learners in the process of learning new things.  Analytical and a good decision maker, however, needs to be patient with those around. |
| 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, needs to be patient with those around. |
| Learning to Learn | Gain knowledge and skills, understanding through experience, study and interactions with others | Reflective  Skillful  Resourceful  Motivated  Interactive Experiential |  | √ |  |  | Experiantial,skilful and resourceful | Motivated with new discoveries, organizes and effectively manage individual learning and growth however needs to embrace the dynamism that comes with each learning approach. |
| Digital Literacy | Use and apply technology in learning. | Innovative  Creative  Communicative  Problem solver  Analytical |  | √ |  |  | Communicative, creative and analytical can easily solve problems through digital platforms | Is innovative in handling digital learning resources however still 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 -reliant, but needs to learn more 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 | N/A |
| SKATING | Participates well in skating |
| SOCCER | A good sports boy and loves playing football |
| P.E | Coordinates his body parts well and loves racing and playing football |
| MUSIC | A good singer and dancer |
| CHESS | Has been actively participating well in chess competitions |
| CLUBS | A member of chess and football clubs |

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**COMPETENCE – BASED CU8RRICULUM**

**STUDENT’S EVALUATION REPORT FORM**

FACILITATOR’S NAME: MS. DAMARICE. STUDENT’S NAME: WALTER OMONDI. 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 | **38** | **49** | **49** | Excellent | **N.M** |
| Literacy / Reading Activities | **50** | **50** | **50** | Excellent | **N.M** |
| Total | **88** | **99** | **99** | Excellent | **N.M** |
| Shughuli ya lugha | **45** | **49** | **41** | Hongera | **D.K** |
| Shughuli ya kusoma / insha | **50** | **50** | **50** | Hongera | **D.K** |
| Jumla | **95** | **99** | **91** | Excellent | **D.K** |
| Mathematical activities | **81** | **94** | **82** |  | **L.W** |
| Environmental activities | **82** | **93** | **96** | Excellent | **D.K** |
| Hygiene and nutrition activities | **84** | **96** | **100** | Excellent | **D.K** |
| Christian Religious education / Pastoral Program Instructions(PPI) | **90** | **80** | **100** | Excellent | **M.M** |
| Movement Activities | **\_** |  |  |  |  |
| Creative Art and Psychomotor Activities | **\_** |  |  |  |  |
| TOTAL OUTCOME | **520** | **561** | **568** | Great improvement | **D.K** |
| OUT OF | **600** | **600** | **600** |  |  |

Facilitator’s general remarks: Bravo Walter! 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: