LEARNER'S DETAILS

NAME :.....

LEVEL :.....

AGE :.....

UPI :.....

STAMPED

PASSPORT

PHOTO

PARENT'S/GUARDIAN'S DETAILS

FATHER'S NAME :_____

CONTACT :_____ SIGN _____

EMAIL ADDRESS :_____

MOTHER'S NAME :_____

CONTACT :_____ SIGN _____

EMAIL ADDRESS :_____

FACILITATOR'S NAME :_____

CONTACT :_____ SIGN _____

SCHOOL STAMP

ENVIRONMENTAL ACTIVITIES ASSESMENT

Key: ***EX***-Exceeding Expectation, ***MT***-Meets Expectation, ***AP***-Approaches Expectation, ***BE***- Below Expectation

	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**Comments**
1.0	**ENVIRONMENT AND ITS RESOURCES**					
1.1	**Weather**					
1.1.1	**Responding to different weather conditions**					
	Name different weather conditions					
	Name ways of responding to different weather conditions to limit risk to self and others					
1.1.2	**Recording weather conditions**					
	Describe weather conditions at different time of the day					
	Come up with weather record chart using symbols for a period of two weeks					
	Show interest in recording weather conditions					
1.1.3	**Interpreting weather messages**					
	Interpret weather chart correctly					
	Communicating weather messages accurately					
	Interpreting and communicating weather messages					
1.2	**Water**					
1.2.1	**Storing Water**					
	State importance of storing water at home and school					
	Identify ways of storing water in school and at home					
	Draw different pictures of appropriate proper ways of water storage					
	Describe suitable ways of collecting small quantities of water at home and school					
1.3	**Soil**					
1.3.1	**Exploring soil**					
	Model objects using soil					
	Tell the soil that makes long ribbons					
	Name different types of soil found in their immediate environment					
1.4	**Plants**					
	Name parts of plants					
	Name different uses of plants					
	Able to draw different parts of a plant					
1.5	**Animals**					
	Categorizing animals in the environment					

	Observe safety when handling animals					
1.6	**Energy – Light**					
	Identify different sources of light in the environment					
	Produce light using different objects in the environment					
	Form shadows in the presence of light					
	Take precautions against harmful light energy					
2.0	**SOCIAL ENVIRONMENT AND ITS NEIGHBOURHOOD**					
2.1	**Locating places**					
	Point out the main features between home and school					
	Locate places using main features between home and school					
2.2	**National anthem**					
	Tell occasions when national anthem is sung					
	Sing national anthem well and demonstrate etiquette when singing					
2.3	**Child rights and responsibilities**					
	Outline child rights and responsibilities in school					
	Demonstrate responsibility as a child in school					
2.4	**School rules**					
	Outline rules that govern children in school					
	Consistently adhere to school rules					
2.5	**Class leadership**					
	Outline the work of good class leader					
	Appreciate and respond to class leader					
2.6	**The school community**					
	Outline members of school community and the work of school community					
2.7	**Enterprise project**					
	Analyze and create interest and income generating activities in the school environment.					
	Participating in initiating and management of class income generating projects					
3.0	**CARE FOR THE ENVIRONMENT**					
3.1	**Caring for plants**					
	Develop appropriate message for plant protection and actively participate in promoting plant protection					
3.2	**Caring for animals**					
	Identify ways of keeping animal shelter clean and secure					
3.3	**Managing waste**					
	Identify and sort out different types of waste in school					
	Identify dangers when handling waste in school					
3.4	**Care for water**					
	State the importance of keeping water safe					

	State ways of keeping water safe and participate in keeping water safe in school and at home					
3.5	**Re-using water**					
	Name way in which water can be re-used at school and in homes					
	Participate in re-using water to reduce wastage at home and in school					
3.6	**Energy conservation**					
	Recognize, create and display energy conservation message in school					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

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From (1st Strand _____ Sub strand_____

To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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_____Sign _____

TERM TWO

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MATHEMATICAL ACTIVITIES ASSESMENT

Key: ***EX***-Exceeding Expectation, ***MT***-Meets Expectation, ***AP***-Approaches Expectation, ***BE***- Below Expectation

	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**Comments**
1.0	NUMBERS					
1.1	Number concept					
	Use locally available concrete objects to represent numbers 1-100					
1.2	Whole Numbers					
	Count numbers backward up to 100					
	Identify place value up to 100					
	Read and write numbers in words up to 30					
1.3	Fractions					
	Identify a ½ as part of whole					
	Identify a ¼ as part of whole					
1.4	Addition					
	Add a 2 digit number to a 2 digit number without and with regrouping with sum not exceeding 100					
	Work out missing numbers in patterns involving addition of whole numbers up to 100					
1.5	Subtraction					
	Subtract up to two digit numbers without regrouping					
	Work out missing numbers in subtraction					
1.6	Multiplication					
	Represent multiplication as repeated addition using numbers 1,2,3,4 and 5 up to 5 times					
	Multiply single digit numbers by 1,2,3,4,5 and 10					

	Division					
	Represent division as equal sharing and equal grouping					
	Divide numbers up to 30 by 2,3,4, and 5 without remainder					
2.0	MEASUREMENT					
2.1	Length					
	Measure length using fixed units					
	Measure length in meters					
2.2	Mass					
	Measure length using fixed units and in kilograms					
2.3	Capacity					
	Measure length using fixed units and in litres					
2.4	Time					
	Recite the number of days in each month of the year					
	Measure time using arbitrary units					
	Measure time using fixed units					
	Read, tell and write time by the hour and minute hand					
2.5	Money					
	Identify Kenyan coins and notes up to 200					
	Count money in sh 1,sh 5 , sh 10, sh 20 , sh 50, sh 100, sh 200					
	Relate money to goods and services					
3.0	GEOMETRY					
3.1	Lines					
	Draw and model curved and straight lines					
3.2	Shapes					
	Draw and make patterns using triangles, ovals, rectangles, circles and squares.					

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HYGIENE AND NUTIRTION ACTIVITIES ASSESMENT

KEY (EX- Exceeding Expectation, MT-meet expectations, AP-approaches expectation, BE-Below expectations

	Tick appropriately under each categories to rate of learners ability	EX	MT	AP	BE	COMMENT
1.0	HEALTHPRACTICES					
	Importance of breakfast					
	State the meaning of breakfast					
	Identify time when breakfast					
	Name food items for breakfast as a healthy habit					
	Tell the importance of breakfast as a healthy habit					
1.2	Oral hygiene					
	Identify good habits that promote healthy teeth					
	Identify harmful oral habits that damage their teeth					
	Brush teeth properly					
1.3	Uses of different rooms in the house					
	name different rooms in the house					
	Mention uses of different rooms in the house					
	List equipment in different rooms in a house					
1.4	Cleaning utensils					
	Tell reasons for cleaning utensils					
	Name materials used for cleaning utensils					

	Clean dry and store utensils properly					
1.5	**Danger of second hand smoke**					
	Mention substances that people smoke that are harmful					
	Explain the word second hand smoke					
	Mention effect of the second hand smoke to our health					
1.6	**Keeping water safe from contaminated**					
	Explain water contamination					
	Show ways in which water is contaminated					
1.7	**Re-using water and soap at home**					
	Explain the meaning of reusing					
	Mention the way of re-using water at home					
2.0	**Personal hygiene**					
	Using and caring for personal items					
2.1	**Identify personal items used for personal cleanliness**					
	Identify reasons we shouldn't share personal items					
	State method of cleaning personal items					
3.1	**Food**					
	Basic taste of food					
	Identify four basic taste in a variety of food					
	Classify food according to their tastes					
3.2	**Eating habit**					
	Mention what family members and friends eat and drink					
	Mention food likes and dislike of friends and family members					
	Give reasons why different people like different foods					
3.3	**Meals and snacks**					
	Tell the number of meals taken daily					
	Tell the difference between meals and snacks					
	Mention the importance of taking meals and snacks at the right time					
3.4	**Grouping of foods**					
	Group foods according to different parts of the plant they come from					
3.5	**Food for school going children**					
	Mention foods eaten by school going children					
	State the amount of food suitable for school going children and dangers of eating too much					
	State importance of eating enough food					
3.6	**Food advertisement**					
	Tell the effect of food advertisement on their feeling and food choice					
	Can choose healthy foods without influence of advertisement and guide others to do the same					
3.7	**Handling an cooking food**					
	Name hygiene practice while handling food					

	State factors to observe when buying food from a food vendor					
4.0	Safety education					
4.1	Waste disposal in classroom					
	Identify types of waste found in the classroom					
	classroom					
	Practice waste collection and proper disposal of waste in the classroom					
4.2	Accidents and basic first aid					
	Tell accidents occurring in the classroom					
	Name the course of common accidents in the classroom					
	Explain ways of preventing common accidents					
	Demonstrate first aid procedure for accident					

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C.R.E ACTIVITIES ASSESMENT

Key: ***EX***-Exceeding Expectation, ***MT***-Meets Expectation, ***AP***-Approaches Expectation, ***BE***- Below Expectation

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	Comments
1.0	CREATION					
1.1	Self- awareness					

	Able to state what they like about themselves as God's creation					
	Being able to appreciate their physical appearance as created by God					
	State what they do at home as service to God					
	Recite psalms 139:13 correctly					
1.2	My family					
	Name members of extended family					
	Identify items that shouldn't be shared					
1.3	Creation of the sky, sun, moon and stars					
	Recognize God as the creator of everything on the universe. The stars, sun and earth					
	Draw pictures of the stars, moon and sky to appreciate God's creation					
2.0	THE HOLY BIBLE					
2.1	Holy bible as a guide in daily lives					
	Identify reasons for reading the bible to strengthen their in God					
	State how often they read the bible					
	Sing a song about the bible					
2.2	Division of the bible					
	Name the number of books in the old testament					
	Identify the first two books in the old testament					
	Read and recite Psalms 100:4					
2.3	The bible story 'the call of Samuel					
	Describe the call of Samuel and relate it to their lives of their obedience to God					
	Demonstrate their obedience to God's word					
	Noah and the Ark					

	State the reason WHY God chose Noah to build the Ark					
	Tell the story of Noah and the ark					
	Desire to obey God and the parents					
2.5	**Daniel is rescued from the den of Lion**					
	Mention numbers of time Daniel prayed to God and relate it to their lines					
	Acquire the skill of assertiveness by emulating Daniel					
	Appreciate God as the protector by trusting Him					
2.6	**The widow of Zarephath**					
	Narrate the story of the widow of zarephath and trust in God for their needs					
	Appreciate God in the miracle of multiplication of flour and oil and have faith in him as a provider					
3.0	**THE EARLY LIFE OF JESUS CHRIST**					
3.1	**Kindness of wise men**					
	list the gift given to baby Jesus					
	Develop the value of sharing and acquire the skills of assertiveness by refusing gift from strangers					
	Appreciate Jesus as a gift from God					
3.1	**Jesus Christ worked**					
	Develop the responsibilities of doing simple chores at home and churches					
	Love the work by emulating Jesus Christ and assisting the parents at home					
3.3	**Jesus calm down the storm**					
	Explain the miracles of calming down the storm					
	Appreciate the meaning of calming down the storm and trusting God whenever face with challenges					
3.4	Explain how Jesus solved the problem of the fishermen and relate it to their lives by trusting in God					
	Appreciate the response of the fishermen by obeying God					

3.5	**Healing of the man with withered hand**					
	Explain the healing of the man with a withered hand and relate it to their by trusting God for healing					
	Appreciate Jesus compassion by expressing kindness to other					
3.6	**Easter**					
	Discus the death of Jesus as a sign of total love for human kind					
	Demonstrate love for other					
	Appreciate Jesus Christ death and resurrection as the way of salvation					
4.0	**CHRISTIAN VALUES**					
4.1	**Sharing**					
	Identify items shared at school					
	Identify occasion when they can be shared					
	Always share items with others to show kindness					
4.2	**Obedience**					
	Obey teachers and students leadership					
	Obey parents and elders at home					
4.3	**Honesty**					
	Demonstrate honesty in school by telling the truth. Example: collecting lost money in school and taking it to the teacher					
4.4	**Thankfulness**					
	Identify reasons for thanking people and appreciate others kindness by always telling them “Thank you”					
4.5	**Forgiveness**					
	Forgive others daily					
	Tell the story of the prodigal son and relate it with their life of asking for forgiveness. Always ask for forgiveness when they wrong others.					

	Appreciate God's forgiveness through Jesus Crucification					
4.6	**Responsibility**					
	Identify the items they carry to school to assist them in learning					
	Demonstrate the value of responsibility by taking care of items					
5.0	**THE CHURCH**					
5.1	**Prayer**					
	Pray often					
	Recite the Lord's prayer					
5.2	**The Holy Spirit**					
	Name the promise Jesus gave to his disciples					
	Appreciate the work of the Holy Spirit in their day to day lives					

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Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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TERM TWO

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LANGUAGE ACTIVITIES ASSESMENT

Key: ***EX***-Exceeding Expectation, ***MT***-Meets Expectation, ***AP***-Approaches Expectation, ***BE***- Below Expectation

	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**Comments**
1.0	LANGUAGE ACTIVITIES					
1.1	Listening and speaking					
	Listen attentively during conversation					
	Respond to specific simple directional instructions in oral communication					
	Listen without interrupting					
1.2	Pronunciation					
	Recognize the consonant blends in different spoken words e.g. bl-blue, fl-flower					
	Use vocabulary learned to communicate confidently					
1.3	Language structures and functions					
	Use the past forms of the verb 'to be' correctly to construct sentences					
	Use objective pronoun (you, us, him, her, me) correctly to construct sentences					
	Use various forms of the verb (to have) as a main verb					
	Use plural forms of nouns to construct simple sentences (-ies, -ves) Example city – cities.					
	Use present continuous tense to talk about food we eat, health and nutrition correctly.					
	Use present continuous tense correctly to talk about ongoing issues					
	Use present continuous tense to talk about actions that were ongoing in the past					
	Use ordinal and cardinal number to construct sentences and group objects					

	Use opposite to describe gender set of animals					
	Use simple propositions accurately to describe the position and location of things in the classroom					
	Tell direction of things correctly **(across, to, at, beside, above, over, below)**					
	Use **'a'**, '**and**' and '**the**' correctly in conversations					
	Use possessives correctly **(yours, ours, hers, his**)					
	Use what, where, when, whose to ask question					
	Use appropriate words to describe size, color, shape of objects.					
	Use conjunctions (**and, but, although)** to make short sentences during conversation.					
2.0	READING					
2.1	Pre-reading					
	Identify words correctly while reading					
2.2	Phonic reading					
	Naming letters and their sounds					
	Joining sounds to read words with letters					
2.3	Word reading					
	Read vocabularies with letter sounds fluently					
2.4	Text reading					
	Observe basic punctuation marks					
	Read at least 70 word per minute					
	Read a text transitioning from word by word to phrasal reading					
2.5	Comprehension					
	Making prediction over a text					
	Answering questions based on a story they have read					

	Making simple summary of the text					
3.0	WRITING					
	Pre-writing					
	Sit upright while writing					
	Hold a pencil appropriately					
3.2	Handwriting					
	Focus and follow lines when writing					
	Observe the shape and size of letters and words properly					
3.3	Spelling					
	Spell and write learnt words in the vocabulary correctly					
3.4	Punctuation					
	Punctuate sentences correctly using punctuation marks					
3.5	Guided Writing					
	Write sentences from a prompt and fill the gaps using correct words					

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LITERACY ACTIVITIES ASSESMENT

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1.0	LISTENING					
1.1	Listening attentively to simple sequenced instructions					
	Use prompts to respond to questions					
1.2	Word and sentence formation					
	Identify the number of syllables in a word					
	Recognize words with similar sounds					
	Combine syllables to form words					
	Combine words to make simple sentences					
1.3	Story telling					
	Listen to a variety of stories and learn morals taught					
	Respond to questions and stories of (who, what, when)					

	Retell stories					
	Tell a story orally					
1.4	**Effective communication**					
	Listen attentively to songs, rhymes, conversations and stories					
	Communicate effectively using non-verbal cues					
	Use suitable vocabulary to express feelings and talk about experiences					
1.5	**Conversation**					
	Ask and answer relevant questions after listening to a story					
	Use words and sentences in speech accurately					
	Speak with ease					
	Listen and respond appropriately to others					
2.0	**SPEAKING**					
2.1	**Responding confidently to questions and instructions**					
	Use verbal and non-verbal cues to respond to questions and instructions					
2.2	**Phonological awareness**					
	Use multiple letter sounds to make syllables and words					
	Blend and segment syllables correctly to form words					
	Use words to make short meaningful sentences					
2.3	**Talk about**					
	Can talk about events and character in a story or a text					
2.4	**Presentation skills**					
	Express self appropriately and present ideas in order					
3.0	**READING**					

	Reading speed and fluency					
	Reading a story loudly and put expressive interpretation					
3.2	**Group reading**					
	Participate fully in group reading and read with ease during group reading					
3.3	**Silent Reading**					
	Read stories and passages silently showing sustained focus for longer periods					
3.4	**Answering comprehensive questions**					
	Summarizes texts read and answers questions with ease					
4.0	**WRITING**					
4.1	**Words and sentences formation**					
	Use words and phrase to write simple sentences					
	Differentiate lower and upper case letters while writing					
4.2	**Spelling**					
	Spell words and simple sentences correctly					
4.3	**Handwriting**					
	Spacing of words and basic punctuation					
	Joining of letters to form words					
	Differentiate small and capital letters					
4.4	**Self-comprehensive and creative writing**					

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Reason _____

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KISWAHILI ACTIVITIES ASSESMENT

Viwango: **Kuz**-Kuzidisha matarajio, **Kuf**-Kufikia matarajio, **Kuk**-Kukaribia matarajio, **mb**-mbali na matarajio

	Weka alama kuashiria kiwango cha mwanafunzi ipasavyo	**KUZ**	**KUF**	**KUK**	**MB**	**Mapendekezo**
1.0	SHULENI					
1.1	Sauti na majina ya herufi za Kiswahili					
	Kutamka sauti lengwa kwa ufasaha					
	Kuandika herufi zinazowakilishwa na sauti lengwa ipasavyo					
1.2	Kusikiliza na kuongea					

	Tumia maneno ya maamkuzi ya nyakati za siku mwafaka					
	Kuamkua na kuitikia maakuzi ya nyakati mbalimbali ipasavyo					
1.3	**Msamiati**					
	Kutumia msamiati wa shuleni katika mawasiliano ya kila siku					
	Kuandika maneno na sentensi fupi kuhusu shule,rafiki					
1.4	**Kusikiliza na kuzungumza**					
	Taja na ueleze vitu vinavyopatikana shuleni					
	Kusikiliza kwa makini masimulizi yaw engine katika mjadala kuhusu shule					
1.5	**Kusoma hadithi**					
	Kutambua picha za vitu vinavyopatikana shuleni					
	Kusoma hadithi kwa ustadi					
	Kutambua na kutoa mafunzo ya hadithi aliyoisoma na aliyosomewa					
	Uchangamfu wa kusoma hadithi					
1.6	**Msamiati**					
	Kutambua nambari 11-50					
	Kusoma nambari 11-50- (kwa maneno)					
	Kuandika nambari 11-50 (kwa maneno)					
1.7	Kutumia –ako na –enu ipasavyo katika sentensi					
2.0	**HAKI ZANGU**					
2.1	Kutambua na kutamka sauti na majina ya Kiswahili					
2.2	Anatumia msamiati wa haki za watoto kwa ubunifu					
2.3	Kutaja na kueleza umuhimu wa haki za watoto na kuzutilia maanani					
2.4	Asome hadithi kwa ufasaha na kujibu maswali					

2.5	Tumia “vizuri” na “vibaya” katika sentensi ipasavyo					
3.0	USAFIRI					
3.1	Kutamka sauti lengwa ipasavyo					
3.2	Kutumia msamiati wa usafii katika kutunga sentensi					
3.3	Kutaja vyombo mbalimbali vya usafiri					
3.4	Kusoma haditho kwa ufasaha					
3.5	Matumizi ya herufi kubwa					
4.0	FAMILIA					
4.1	Kutamka sauti lengwa					
4.2	Kutumia maneno ya heshima na adabu ipasaavyo					
4.3	Kutumia msamiati wa familia katika mawasiliano kutaja majina					
4.4	Kusikiliza kwa makini na kueleza kuhusu watu wa familia					
4.5	Kusoma hadithi na kuielewa vizuri					
4.6	Kutumia maneo yanayoashiria vitendo kwa ufasaha					
5.0	USALAMA WANGU					
5.1	Kutamka sauti na herufi					
5.2	Kutambua msamiati ambao hutumiwa kwa usalama na kuunda sentensi akiyatumia					
5.3	Kuelezea jinsi ya kujiepusha na vitendo vinavyoweza kumdhuru					
5.4	Kusoma hadithi kuhusu usalama					
5.5	Kutumia sarufi huyo na hao					
6.0	HALI ZA ANGA					
6.1	Kusoma alfabeti za Kiswahili kwa mfuatano					
6.2	Kusoma na kutumia msamiati unaotumiwa katika hali ya anga					

6.3	Kusoma hadithi kwa usahihi					
6.4	Matumizi ya nafsi ya pili wakati uliopita					
7.0	LISHE BORA					
7.1	Kutambua msamiati kuhusu lishe bora					
7.2	Kuzungumzia juu ya chakula anachokipenda na umuhimu wa lishe bora					
7.3	Kusoma hadithi kwa ufasaha					
7.4	Kutumia hiki na hivi katika sentensi					
8.0	MNYAMA NIMPENDAYE					
8.1	Kutaja majina ya wanyama wa nyumbani					
8.2	Kutambua mnyama ampendaye na kusimulia kwa umakinifu					
8.3	Kusikiliza kwa umakinifu na kusoma hadithi kwa usahihi					
8.4	Kutumia sarufi “hili” na “haya” kwa usahihi					

TERM ONE

OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand_____

To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

_____

_____Sign _____

TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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To (last strand)_____ Sub strand _____

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TERM THREE

OPENING DATE: _____ CLOSING DATE _____

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_____

_____Sign _____

PHYSICAL COMPETENCIES

Key: ***EX***-Exceeding Expectation, ***MT***-Meets Expectation, ***AP***-Approaches Expectation, ***BE***- Below Expectation

	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**Comments**

1.0	BASIC MOTOR SKILLS					
1.1	LOCOMOTOR SKILLS					
1.1.1	HOPPING					
	Name the parts of the body that one uses during hopping					
	Observe rules and follow instructions while performing the exercise					
	Participation behavior, attitude and appreciation to own and others performance.					
1.1.2	Leaping					
	Name parts of the body that are in use while leaping					
	Perform leaping in different ways, levels and paths					
	Appreciate leaping/demonstrate attitude of enjoyment while leaping					
1.1.3	Jumping for some distance					
	Observe rules when playing the game					
1.2	NON LOCOMOTOR SKILLS					
1.2.1	Pulling and pushing					
	Perform pulling and pushing in different directions, level and speed					
	Obey rules when playing					
	Appreciate the game and activities					
1.2.2	TURNING					
	Perform turning in different directions, ways and levels					
	Make quarter turns, half turns and complete turns					
	Obey rules					
	Appreciate the game					
1.3	Manipulative skills					

1.3.1	**Kicking**					
	Name parts of the body that are in use while kicking					
	Perform kicking in different ways ,different ways , directions, speed					
	And level					
	Appreciate the game					
	Obey rules while playing					
1.3.2	**Stopping**					
	Name parts of the body that are in use when stopping					
	Perform stopping in different pathways and directions					
	Observe rules					
	Appreciate the game					
2.0	**Swimming**					
2.1	**Water safety**					
2.1.1	**Signs of drowning**					
	Name some floaters and sinkers					
	Role play and identify a drowning person for rescue					
2.1.2	**Rescuing drowning person**					
	Naming tools that can be used to rescue a drowning person					
	Design homemade rescuing devices					
	Role play rescuing a drowning person					
	Play simple water games					
	Observe rules while playing on water					
2.2	**Basic swimming skills**					

2.2.1	**Treading water**					
	Perform treading water for endurance					
	Obey pool rules					
	Participation behavior					
2.2.2	**Horizontal float (back float)**					
	Perform the horizontal float technique					
	Observe swimming pool rules					
2.2.3	**Gliding**					
	Perform gliding in water					
	Observe swimming rules					
	Appreciate gliding					
3.0	**GYMNASTIC**					
3.1	**Static balance**					
	Name parts of the body that are involved in back to back balance					
	Observe rules					
	Appreciate playing the game					
3.1.2	**Wheelbarrow balance**					
	Name parts of the body that are used during wheelbarrow balance					
	Observe rules for own and others safety					
	Appreciate wheelbarrow balancing					
3.2	**Dynamic balance**					
3.2.1	**Forward Roll**					
	Name body parts used in forward roll					

	Perform forward roll in different ways					
3.2.2	Wheel barrow walk					
	Perform wheel barrow walk freely					

TERM ONE

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Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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Reason _____

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_____

_____Sign _____

ART AND CRAFT

KEY EX-Exceeding Expectations, MT-Meets Expectation, AP-Approach Expectation, BE-Below expectation

	Tick appropriately under each category to rate learners ability	EX	MT	AP	BE	COMMENT
1.0	**Drawing**					
1.1	**Forms**					
	Identify a variety of forms in physical and ICT					
	Identify tools and material used in drawing forms					
	Drawing simple forms					
	Appreciate own and others work					
1.2	**Texture**					
	Identify types of texture in physical and ICT					
	Identify materials and tools that can be used in creating texture					
	Create simple texture effect in drawing					
2.0	**PAINT AND COLOUR**					
2.1	**Paint shapes and observation**					
	Identify and name material used for painting					
	Mix paint correctly and paint simple shape					
	Draw and paint the national flag					
	Paint simple shapes using ICT					
3.0	**PARTTER MAKING**					
3.1	**TEXTURES PATTERN**					
	Create simple texture patterns for self-expression					
3.2	**Shape pattern**					
	Observe shape pattern in the environment and in digital media					
	Create simple shape pattern for self-expression					

3.3	**Letter pattern**					
	Observation of letter pattern in the environment and ICT					
	Create simple letter pattern fleshed or using ICT					
4.0	**Mounting technique**					
4.1	**collage**					
	Collection of materials from the sorounding					
	environment					
	Create simple pictures in collage using locally available materials					
5.0	**Decorating forms**					
5.1	**Decorating egg shells**					
	Observe teacher sample and decorate egg shells by painting and pasting colored papers					
5.2	**Decorating plastic containers**					
	Decorate plastic container by pasting colored papers					
6.0	**ornaments**					
6.1	**Double strand neckless**					
	Observe beaded ornaments from teachers sample					
	Create necklace with local materials using double strand beading					
6.2	**Double strand bracelet**					
	Observe teachers sample					
	Create own bracelet using double strand beading with local materials					
7.0	**FABRIC DECORATION**					
	Printing on fabric with cut out stamps					
	Observe cut out stamp printed fabric from teachers samples					
	Print fabric using cut out stamps for decoration					
8.0	**MODELLING**					
8.1	**Slab technique**					
	Observing items made using slab technique materials and tools from the teacher					
	Model simple objects using slab technique					
8.2	**Pallet technique**					
	Observing teachers items made using pallet technique materials tools					

	Model simple object using pallet technique					
9.0	**sculpture**					
9.1	**toys**					
	Make simple toys using local materials for playing					
	Appreciate playing with toys					
9.2	**kites**					
	Make simple kites using locally available materials					
	Appreciate playing with toys					
10.0	**weaving**					
	Weaving on a serrated card loom					
	Weave one color table mat using a serrated loom for self-expression					

TERM ONE

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Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

_____

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TERM TWO

OPENING DATE: _____ CLOSING DATE _____

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Sign _____

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Strands/Sub strand not covered by the learner _____

Reason _____

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Sign _____

MUSIC

Key: ***EX***-Exceeding Expectation, ***MT***-Meets Expectation, ***AP***-Approaches Expectation, ***BE***- Below Expectation

	Tick appropriately under each category to rate learners ability	**EX**	**MT**	**AP**	**BE**	**Comments**
1.0	PERFORMING					
1.1	Songs					
	Identify different types of songs performed for different purposes to enhance comprehension					
	Sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhyme					
	Sing verse 1,2 and 3 of Kenya National Anthem in English and in Kiswahili with proper etiquette					
	Execute the element of music while singing as a basis of musicianship					
	Use vocal techniques in singing					
	Express feelings, ideas and emotions through singing					
	Perform familiar songs individually (solo) or as a group (choral)					
	Sing familiar song with body movement					

1.2	**Singing games**					
	Perform various singing games drawn from local and other communities					
	Use of props, costumes and movement in performing					
	Appreciate and enjoy performing singing games					
1.3	**Musical Instruments**					
	Identify and name wind instruments used in music making					
	Playing wind instrument					
	Use improvised wind instrument to put accompaniments to songs and dances					
	Enjoy and appreciate playing wind instruments					
1.4	**Dance**					
	Use body movements in variety of ways in dance					
	Use dance to express feelings					
	Apply locomotor and non-locomotor movements creatively in own dance					
	Observe basic elements of dance during performing					
	Appreciate and practice etiquette during dance performing					
2.0	**Rhythm**					
	Identify and mimic animals, objects that make rhythmic patterns					
	Improvise rhythmic accompaniment to short, simple ,familiar songs					
	Create simple rhythmic patterns with short and long sounds and silences using body percussions					
	Record own created rhythms on digital devices					
2.2	**Melody**					
	Identify melodic variations in familiar simple tunes in preparation for own composition					
	Use digital device to record own variations to familiar songs					

3.0	LISTENING AND RESPONDING					
3.1	Elements					
	Express initial personal reactions to musical performances					
	Imitate short melodies with accuracy in pitch and rhythm					
	Relate specific music to appreciate events in the community					
	Respond to live or recorded performance with appropriate audience behavior					
	Discuss the message in the selected music					
	Appreciate and enjoy music drawn from diverse cultures and time through digital devices					

TERM ONE

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Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

_____

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OPENING DATE: _____ CLOSING DATE _____

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To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

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OPENING DATE: _____ CLOSING DATE _____

Total Number of strands covered _____

From (1st Strand _____ Sub strand_____

To (last strand)_____ Sub strand _____

Strands/Sub strand not covered by the learner _____

Reason _____

Facilitator remarks based on: - Core competencies, achievements, PCIs development and value _____

_____

_____Sign _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				

MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B
75 – 100	A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

Class teacher's comments: _____

Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				

CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B
75 – 100	A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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_____

Class teacher's comments: _____

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Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

TERMLY SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE

MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B
75 – 100	A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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Class teacher's comments: _____

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Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

ANNUAL SUMMATIVE ASSESSMENT

TERM _____

LEARNING AREA	GRADE EXAM 1	GRADE EXAM 2	GRADE EXAM 3	AVERAGE GRADE
MATHEMATICAL ACTIVITIES				
LANGUAGE ACTIVITIES				
ENVIRONMENTAL ACTIVITIES				
CRE/IRE/HINDU ACTIVITIE				
LITERACY ACTIVITIES				
MOVEMENT ACTIVITIES				
HYGENE AND NUTRITION ACTIVITIES				
ART AND CRAFT ACTIVITES				
KISWAHILI ACTIVITIES				
MUSIC ACTIVITIES				

GRADING KEY (can be altered to suit the school's grading criteria)

Percentage	Grade
0 – 49	D
50 – 64	C
65 – 74	B
75 – 100	A

GENERAL REMARKS ON SUMMATIVE ASSESMENT

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Class teacher's comments: _____

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Head teacher's signature _____ Date _____

Parent's signature _____ Date _____

SOCIAL /BEHAVIOUR REPORT

KEY

S - SATISFACTORY

I - IMPROVEMENT

Report to be completed by the class teacher

BEHAVIOUR	ASSESMENT
Considering for others	
Organization for school resources	
Accepts responsibility	
Works independently	
Works well with others	
Completes assignments at school	
Completes home assignments	
Participates in community service learning	
Use time wisely	
Has reverence for God as per a super being	
OTHER COMMENTS FROM THE TEACHER	