**LEARNER’S DETAILS**



 STAMPED PASSPORT

# PHOTO

**PARENT’S/GUARDIAN’S DETAILS**

 **FATHER’S NAME** :

CONTACT : SIG EMAIL ADDRESS :

 **MOTHER’S NAME** :

CONTACT : SIG EMAIL ADDRESS : **FACILITATOR’S NAME** :

 CONTACT : SIG

SCHOOL STAMP

# TERM ONE

## MATHEMATICS ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| 1  | **NUMBERS**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENTS ON PERFORMANCE**  |
|   | ***a. Whole Numbers***  |   |  |
|   | Place value and total value  |   |   |   |   |   |
|   | Reading and writing numbers  |   |   |   |   |
|   | Rounding off numbers  |   |   |   |   |
|   |  Classifying numbers  |   |   |   |   |
|   | Number sequence  |   |   |   |   |
|   | b. Factors  |   |   |   |   |
|   | c. Fractions  |   |   |   |   |
|   | d. Decimals  |   |   |   |   |   |
|   | e. Squares and square root  |   |   |   |   |   |
| **2**  | **ALGEBRA**  |   |   |   |   |   |
|   | Algebraic expressions  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**ENGLISH LANGUAGE ACTIVITIES**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **PERSONAL RESPONSIBILITY**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading (extensive & intensive)  |   |   |   |   |
|  | ✓ Grammar in use  |   |   |   |   |
|  | ✓ Writing  |   |   |   |   |
| **2**  | **SCIENCE & HEALTH EDUCATION**  |   |  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading (extensive & intensive)  |   |   |   |   |
|  | ✓ Grammar in use  |   |   |   |   |
|  | ✓ Writing  |   |   |   |   |
| **3**  | **HYGIENE**  |   |  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading (extensive & intensive)  |   |   |   |   |
|  | ✓ Grammar in use  |   |   |   |   |
|  | ✓ Writing  |   |   |   |   |
| **4**  | **LEADERSHIP**  |   |  |
|  | ✓ Listening and speaking  |   |   |   |   |   |
|  | ✓ Reading (extensive & intensive)  |   |   |   |   |
|  | ✓ Grammar in use  |   |   |   |   |
|  | ✓ Writing  |   |   |   |   |
| **5**  | **FAMILY**  |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**SHUGHULI ZA KISWAHILI**

|  |  |  |  |
| --- | --- | --- | --- |
|   | **MADA**  | **ALAMA NA KIWANGO CHA UTEND.**  |  |
| **1**  | **USAFI WA KIBINAFSI**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **2**  | **LISHE BORA**  |   |  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **3**  | **UHURU WA WANYAMA**  |   |  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **4**  | **AINA ZA MALIASILI**  |   |  |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |
| **5**  | **UNYANYASAJI WA KIJINSIA**  |   |   |   |   |   |
|  | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|  | ✓ Kusoma  |   |   |   |   |   |
|  | ✓ Kuandika  |   |   |   |   |   |
|  | ✓ Sarufi  |   |   |   |   |   |
|   | **ALAMA NA KIWANGO CHA UTENDAJI**  |   |   |   |   |   |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **SOCIAL STUDIES PERSONAL DEVELOPMENT**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Self-exploration  |   |   |   |   |   |
|  | ✓ Entrepreneurial opportunities in SST  |   |   |   |   |
| **2**  | **PEOPLE AND POPULATION**  |   |   |   |   |   |
|  | ✓ Human origin  |   |   |   |   |   |
|  | ✓ Early civilization  |   |   |   |   |
|  | ✓ Slavery and servitude  |   |   |   |   |   |
|  | ✓ Socio-economic org. of selected African communities  |   |   |   |   |   |
|  | ✓ Origin of money  |   |   |   |   |   |
|  | ✓ Human diversity & interpersonal relationships  |   |   |   |   |   |
|  | ✓ Peaceful conflict resolution  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## INTERGRATED SCIENCE ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **SCIENTIFIC INVESTIGATION**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Introduction to integrated science  |   |   |   |   |   |
|  | - Components on integrated scie.  |   |   |   |   |
|  | - Importance of science in daily life  |   |   |   |   |
|  | ✓ Laboratory safety  |   |   |   |   |   |
|  | - Common hazards & their symbols in the laboratory  |   |   |   |   |
|  | - Common accidents in the laboratory  |   |   |   |   |
|  | - Safety measures in the laboratory  |   |   |   |   |   |
|  | ✓ Laboratory apparatus & instruments  |   |   |   |   |   |
|  | - Basic skills in science  |   |   |   |   |
|  | - Laboratory instrument & apparatus  |   |   |   |   |
|  | - S.I Units  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## AGRICULTURE & NUTRITION ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **CONSERVATION OF RESOURCES**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | **a. controlling of soil pollution**  |   |   |   |   |   |
|  | ✓ Causes of soil pollution in gardening  |   |   |   |   |
|  | ✓ Controlling soil pollution  |   |   |   |   |
|  | **b. Constructing water retention structures**  |   |   |   |   |
|  | ✓ Surface run off in gardening  |   |   |   |   |
|  | ✓ Constructing water retention structures  |   |   |   |   |
|  | **c. Conserving nutrients**  |   |   |   |   |
|  | ✓ Ways of conserving vitamins & mineral salts in vegetables  |   |   |   |   |
|  | ✓ Conserve nutrients in vegetables  |   |   |   |   |
|  | **d. Growing trees**  |   |   |   |   |
|  | ✓ Importance of trees in conserving the environment  |   |   |   |   |
|  | ✓ Planting trees  |   |   |   |   |
| **2**  | **FOOD PRODUCTION PROCESSES**  |   |   |   |   |   |
|  | a. Preparing planting site & establishing crop  |   |   |   |   |   |
|  | ✓ Preparing a suitable tilth  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **FOUNDATIONS OF CA&S**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | **a. Introduction to CA&S**  |   |   |   |   |   |
|  | ✓ Categories of CA&S  |   |   |   |   |
|  | ✓ Relationship among categories of CA&S  |   |   |   |   |
|  | ✓ Creating a chart on categories of CA& S  |   |   |   |   |
|  | **b. Components of CA&S**  |   |   |   |   |
|  | ✓ Elements & principles of art  |   |   |   |   |
|  | ✓ Elements of a story  |   |   |   |   |
|  | ✓ Coordination, strength & physical fitness  |   |   |   |   |
|  | ✓ Rhythm & pitch in music  |   |   |   |   |
| **2**  | **CREATING & PERFORMIN CA&S**  |   |   |   |   |   |
|  | Drawing and painting  |   |   |   |   |   |
|  | Drawing lines, tone and balance |   |   |   |   |
|  | Painting cool/warm colours  |   |   |   |   |
|  | ✓ Values and rests  |   |   |   |   |  |
|  | ✓ Variation of note  |   |   |   |   |
|  | ✓ Body movements  |   |   |   |   |
|  | ✓ French rhythm names  |   |   |   |   |
|  | ✓ Repetition of note  |   |   |   |   |
|  | **b. athletics**  |   |   |   |   |
|  | ✓ javelin appearance  |   |   |   |   |   |
|  | ✓ carving a javelin  |   |   |   |   |
|  | ✓ javelin throw  |   |   |   |   |
|  | Decorating javeling (sanding, texting and smoking  |  |  |  |  |  |
|  | **c. melody**  |   |   |   |   |   |
|  | ✓ Qualities of a good melody  |   |   |   |   |   |
|  | ✓ Melodies in G major  |   |   |   |   |
|  | Melody in C major |   |   |   |   |
|  | **d. Handball**  |   |   |   |   |   |
|  | ✓ Passes  |   |   |   |   |  |
|  | ✓ Dribbling  |   |   |   |   |
|  | ✓ Jump shot  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## PRETECHNICAL STUDIES ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **FOUNDATION OF PRETECH STUD.**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Introduction to Pretech studies  |   |   |   |   |   |
|  | Components of Pretechnical studies  |   |   |   |   |
|  | Role of Pretechnical studies  |   |   |   |   |
|  | ✓ Safety in the work environment  |   |   |   |   |
|  | Potential safety threat in a work Envi.  |   |   |   |   |
|  | Safety rules & regulations in the work environment  |   |   |   |   |
|  | Safety in a work environment  |   |   |   |   |
|  | ✓ Computer concepts  |   |   |   |   |
|  | introduction  |  |  |  |  |
|  | Characteristics of a computer  |   |   |   |   |
|  | Classifying computers  |   |   |   |   |
|  | Use of a computer to perform a task  |   |   |   |   |
|  | ICT tools used in communication  |   |   |   |   |  |
|  | ✓ ***Introduction to drawing***  |   |   |   |   |
|  | Importance of drawing as a means of communication  |   |   |   |   |
|  | Difference between artistic & technical drawings  |   |   |   |   |
|  | Printing numbers and letter  |   |   |   |   |
|  | Drawing types of lines  |   |   |   |   |   |
|  | Symbols and abbreviations used in drawing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## C.R.E ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **C.R.E**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Importance of studying CRE  |   |   |   |   |   |
| **2**  | **CREATION**  |   |   |   |   |   |
|  | ✓ Accounts of creation  |   |   |   |   |   |
|  | ✓ Stewardship over creation  |   |   |   |   |
|  | ✓ Responsibility over plants  |   |   |   |   |
|  | ✓ Uses of natural resources  |   |   |   |   |
| **3**  | **THE BIBLE**  |   |   |   |   |   |
|  | ✓ Functions of the bible  |   |   |   |   |   |
|  | ✓ Divisions of the bible  |   |   |   |   |
|  | ✓ Bible translations  |   |   |   |   |
|  | ✓ Leadership in Israel: Moses  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## END TERM ONE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA**  | **CAT 1**  | **M. E**  | **A. E**  | **AVERAGE**  | **PERFORMANCE LEVEL**  |
| MATHEMATICS  |   |   |   |   |   |
| ENGLISH  |   |   |   |   |   |
| KISWAHILI  |   |   |   |   |   |
| INDIG. LANG.  |   |   |   |   |   |
| INTEGRATED SCIE ACT.  |   |   |   |   |   |
| AGRIC & NUT ACT.  |   |   |   |   |   |
| SOCIAL STUDIES ACT.  |   |   |   |   |   |
| RELIGIOUS ACT.  |   |   |   |   |   |
| PRETECHNICAL STUD.  |   |   |   |   |   |
| CREATIVE ARTS  |   |   |   |   |   |
| **TOTAL SCORES**  |   |   |   |   |   |
|  |   |   |   |   |   |

**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**



 Stamp and Signature

# TERM TWO

## MATHEMATICS ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| 1  | **ALGEBRA**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENTS ON PERFORMANCE**  |
|   | ***a. Linear equations***  |   |   |   |   |   |
|   | ***b. Linear Inequalities***  |   |   |   |   |
| 2  | **MEASUREMENT**  |   |  |
|   | a. Pythagorean relationship  |   |   |   |   |   |
|   | b. Length  |   |   |   |   |
|   | c. Area  |   |   |   |   |
|   | d. Volume and capacity  |   |   |   |   |
|   | e. Time, distance & speed  |   |   |   |   |
|   | f. Temperature  |   |   |   |   |
|   | g. Money  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## ENGLISH ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **EN** | **TER SCORES AND PERFORMANCE LEV.**  |
| **1**  | DRUG & SUBSTANCE ABUSE  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **2**  | **NATURAL RESOURCES- FORESTS**  |   |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **3**  | **TRAVEL**   |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **4**  | **HEROES & HEROINES - KENYA**  |   |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   |  |  |  |
|  |  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
| **5**  | **MUSIC**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **6**  | **PROFESSIONS**  |  |  |  |  |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## SHUGHULI ZA KISWAHILI

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **USALAMA SHULENI**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **2**  | **KUHUDUMIA JAMII SHULENI**  |   |  |  |  |  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **3**  | **ULANGUZI WA BINADAMU**  |   |   |   |   |   |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| 4  | **MATUMIZI YA VIFAA VYA KIDIJITALI KATIKA MAWASILIANO**  |   |   |   |   |   |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **5**  | **KUJITHAMINI**  |  |  |  |  |  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **6**  | **MAJUKUMU YA WATOTO**  |  |  |  |  |  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
|   | **ALAMA NA KIWANGO CHA UTENDAJI**  |   |   |   |   |   |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **COMMUNITY SERVICE LEARNING**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Meaning  |   |   |   |   |   |
|   | - Steps in CSL Project  |   |   |   |   |
|   | - Accomplishing a CSL project  |   |   |   |   |
| **2**  | **NATURAL & HISTORIC BUILT ENVIRONMENTS IN AFRICA**  |   |  |  |  |  |
|   | ✓ Historical information  |   |   |   |   |   |
|   | ✓ Historical development of Agriculture  |   |   |   |   |
|   | ✓ Maps and map work  |   |   |   |   |
|   | ✓ Earth and solar system  |   |   |   |   |
|   | ✓ Weather  |   |   |   |   |
|   | ✓ Field work  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**INTERGRATED SCIENCE ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **MIXTURES, ELEMENTS & COMPONENTS**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Mixtures  |   |   |   |   |   |
|   | - Homogenous mixtures  |   |   |   |   |
|   | - Separation of homogenous mixtures  |   |   |   |   |
|   | - Applications of methods of separating mixtures in real life  |   |   |   |   |
|  | **Acids, bases & Indicators**  |   |  |  |  |  |
|   | ✓ Acids and bases  |   |   |   |   |   |
|   | ✓ Identification of acids & bases using litmus paper  |   |   |   |   |
|   | ✓ Preparation of Acid-base indicators from plant extracts  |   |   |   |   |
|   | ✓ Classification of commonly used substances as acids & bases  |   |   |   |   |
|   | ✓ Physical properties of acids & bases  |   |   |   |   |
|   | ✓ Uses of acid & bases and indicators in daily life  |   |   |   |   |   |
| **2**  | **LIVING THINGS & THEIR ENVIRONMENT**  |   |   |   |   |   |
|   | ✓ ***Human reproductive system***  |   |   |   |   |   |
|   | - Parts of the human reproductive system  |   |   |   |   |
|   | - Changes in boys and girls during adolescence  |   |   |   |   |
|   | - Managing developmental challenges during adolescence  |   |   |   |   |
|   | -  |   |   |   |   |   |
|   | -  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ ***Human excretory system***  |   |   |   |   |   |
|   | - Components of the excretory system  |   |   |   |   |   |
|   | - Parts of the human skin & their functions  |   |   |   |   |
|   | - Parts of the urinary system & their functions  |   |   |   |   |
|   | - Commonly kidney disorders & their causes  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **FOOD PRODUCTION PROCESSES**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | **a. Selected crop management practices**  |   |   |   |   |   |
|   | ✓ Management practices carried on crops  |   |   |   |   |
|   | ✓ Carrying out management practices  |   |   |   |   |
|   | **b. Preparing animal products: eggs & honey**  |   |   |   |   |
|   | ✓ Explaining how to prepare animal products  |   |   |   |   |
|   | ✓ Preparing animal products for various purposes  |   |   |   |   |
|   | **c. Cooking: grilling, roasting & steaming**  |   |   |   |   |
|   | ✓ Methods of cooking different types of food  |   |   |   |   |
|   | ✓ Cooking food using the methods  |   |   |   |   |
| **2**  | **HYGIENE PRACTICES**  |   |   |   |   |   |
|   | ✓ Hygiene in rearing animals  |   |   |   |   |   |
|   | - Hygiene practices in rearing animals  |   |   |   |   |
|   | - Carrying out hygiene practices  |   |   |   |   |
|   | ✓ Laundering loose coloured items  |   |   |   |   |   |
|   | - How to launder loose coloured article  |   |   |   |   |   |
|   | - Laundering loose coloured article  |   |   |   |   |   |
|   |  |  |  |  |  |  |
| **4**  | **PRODUCTION TECHNIQUES**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ ***Sewing skills: Knitting***  |   |   |   |   |   |
|   | - Knitting stiches used in making household articles  |   |   |   |   |   |
|   | - Knitting various articles  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## PRETECHNICAL STUDIES ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **COMMUNICATION IN PRE TECHNICAL** | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ICT tools in communication |   |   |   |   |   |
|  |  Importance of ict tools used in communication  |   |   |   |   |
| **2**  | **Materials for production**  |   |   |   |   |   |
|  | ✓ **introduction to materials**  |   |   |   |   |   |
|  | Identify materials used in production |   |   |   |   |
|  | ✓ **Metallic materials**  |   |   |   |   |
|  | Types of metallic materials  |   |   |   |   |
|  | Physical properties of metallic materials  |   |   |   |   |
|  | Relating metallic materials and their uses  |   |   |   |   |
|  | ✓ **Non-metallic materials**  |   |   |   |   |   |
|  | Non-metallic materials in the environment  |   |   |   |   |   |
|  | Categories of non-metallic materials  |   |   |   |   |
|  | Physical properties of Non-metallic materials  |   |   |   |   |
|  | Relating non-metallic materials & their uses  |   |   |   |   |
| **2**  | **TOOLS & PRODUCTION**  |  |  |  |  |  |
|  | ✓ ***Measuring & making out tools***  |   |   |   |   |   |
|  | Measuring and making out tools in the environment  |   |   |   |   |
|  | Use measuring and marking tools to perform a task  |   |   |   |   |
|  | Care for measuring and marking tools  |   |   |   |   |
|  | **Computer hardware**  |  |  |  |  |
|  | Classify computer hardware devices in a user environment  |  |  |  |  |
|  | Uses of computer hardware |  |  |  |  |
|  | Various computer hardware tasks |  |  |  |  |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## CREATIVE ARTS ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **CREATION & PERFORMING OF CA&S**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | **Descant recorder**  |   |   |   |   |   |
|   | Interpreting melodies of staff notation  |   |   |   |   |
|   | Key signatures, time signatures and note values  |   |   |   |   |
|  | Performance direction, dynamics (loud and soft) fast and slow |   |   |   |   |
|   |  |   |   |   |   |
|   | **b. Football**  |   |   |   |   |   |
|   | ✓ shooting  |   |   |   |   |   |
|   | ✓ Trapping  |   |   |   |   |
|  | Crayon etching  |  |  |  |  |
|   | ✓ Dribbling  |   |   |   |   |
|  | **c. Storytelling**  |   |   |   |   |   |
|   | - Storytelling techniques  |   |   |   |   |   |
|   | - Composing a story  |   |   |   |   |
|   | - Flip book animation  |   |   |   |   |
|   | - Performing a story  |   |   |   |   |
|  | **d. Swimming**  |   |   |   |   |   |
|   | - Painting a human form  |   |   |   |   |   |
|   | - Pencil dive  |   |   |   |   |
|   | - Backstroke  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## C.R.E ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **THE EARLY LIFE OF JESUS CHRIST**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Prophecies about the messiah  |   |   |   |   |   |
|   | ✓ The birth & childhood of Jesus Christ  |   |   |   |   |
| **2**  | **THE CHURCH**  |   |   |   |   |
|   | ✓ Selected forms of worship  |   |   |   |   |
|   | ✓ Role of the church in education & health  |   |   |   |   |
| **3**  | **CHRISTIAN LIVING**  |   |   |   |   |   |
|   | ✓ Human sexuality  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## END TERM TWO SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA**  | **CAT 1**  | **M. E**  | **A. E**  | **AVERAGE**  | **PERFORMANCE LEVEL**  |
| MATHEMATICS  |   |   |   |   |   |
| ENGLISH  |   |   |   |   |   |
| KISWAHILI  |   |   |   |   |   |
| INDIG. LANG.  |   |   |   |   |   |
| INTEGRATED SCIE ACT.  |   |   |   |   |   |
| AGRIC & NUT ACT.  |   |   |   |   |   |
| SOCIAL STUDIES ACT.  |   |   |   |   |   |
| RELIGIOUS ACT.  |   |   |   |   |   |
| PRETECHNICAL STUD.  |   |   |   |   |   |
| CREATIVE ARTS  |   |   |   |   |   |
| **TOTAL SCORES**  |   |   |   |   |   |
|  |   |   |   |   |   |

**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**



# TERM THREE

## MATHEMATICS ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| 1  | **GEOMETRY**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENTS ON PERFORMANCE**  |
|   | ✓ Angles  |   |   |   |   |   |
|   | ✓ Geometrical constructions  |   |   |   |   |   |
| 2  | **DATA HANDLING**  |   |  |
|   | a. Data handling  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## ENGLISH ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **TRADITIONAL FASHION**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **2**  | **LAND TRAVEL**  |   |  |  |  |  |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **3**  | **SPORTS & OUTDOOR GAMES**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |
| **4**  | **TOURIST ATTRACTION SITES- KENYA**  |   |   |   |   |   |
|   | ✓ Listening and speaking  |   |   |   |   |   |
|   | ✓ Reading (extensive & intensive)  |   |   |   |   |   |
|   | ✓ Grammar in use  |   |   |   |   |   |
|   | ✓ Writing  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## SHUGHULI ZA KISWAHILI

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **MAGONJWA AMBUKIZI**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **2**  | **UTATUZI WA MIZOZO**  |   |  |  |  |  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |
| **3**  | **MATUMIZI YA PESA**  |   |   |   |   |   |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |   |
| **4**  | **MAADILI YA MTU BINAFSI**  |  |  |  |  |  |
|   | ✓ Kusikiliza na kuzungumza  |   |   |   |   |   |
|   | ✓ Kusoma  |   |   |   |   |   |
|   | ✓ Kuandika  |   |   |   |   |   |
|   | ✓ Sarufi  |   |   |   |   |   |
|   | **ALAMA NA KIWANGO CHA UTENDAJI**  |   |   |   |   |   |

## SOCIAL STUDIES ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **POLITICAL DEVELOPMENT & GOVERNANCE**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Political development in Africa up to 1900  |   |   |   |   |   |
|   | ✓ The constitution of Kenya  |   |   |   |   |   |
|   | ✓ Human rights  |   |   |   |   |   |
|   | ✓ African Diasporas  |   |   |   |   |   |
|   | ✓ Citizenship  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**INTERGRATED SCIENCE ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **FORCE AND ENERGY**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ ELECTRICAL ENERGY  |   |   |   |   |   |
|   | - Sources of electricity  |   |   |   |   |
|   | -  |   |   |   |   |
|   | -  |   |   |   |   |
|   | - Flow of electric current using simple electric circuits  |   |   |   |   |
|   | - Electrical appliances used in daily life  |   |   |   |   |
|   | - Safety measures when using electrical appliances  |   |   |   |   |
|   | - Uses of electricity in daily life  |   |   |   |   |
|  | **Magnetism**  |   |  |  |
|   | ✓ Properties of a magnet  |   |   |   |   |   |
|   | ✓ Materials as magnetic or nonmagnetic  |   |   |   |   |
|   | ✓ Uses of magnets in daily life  |   |   |   |   |   |
|   | ✓ Applications of magnets in daily life  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

**AGRICULTURE AND NUTRITION ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **PRODUCTION TECHNIQUES**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | **a. Constructing framed suspended gardens**  |   |  |  |  |   |
|   | ✓ Describing framed suspended gardens  |   |   |   |   |
|   | ✓ Constructing framed structure  |   |   |   |   |
|  | **b. Adding value to crop produce**  |   |  |  |  |  |
|   | ✓ Ways of adding value on crop produce  |   |   |   |   |   |
|   | ✓ Add value to selected crop produce  |   |   |   |   |
|  | **Making homemade soap**  |   |   |   |   |
|   | ✓ Forms of soap used at household level  |   |   |   |   |   |
|   | - Making a homemade soap using material ingredients  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

##  PRETECHNICAL STUDIES ACTIVITIES

|  |  |  |  |
| --- | --- | --- | --- |
|   | **STRANDS**  | **SCORES & PERFORMANCE LEV.**  |  |
| **1**  | **ENTREPRENEURSHIP**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|  | ✓ Introduction to Entrepreneurship  |   |   |   |   |   |
|  | Importance of entrepreneurship  |   |   |   |   |
|  | Qualities of an entrepreneur  |   |   |   |   |
|  | Sources of business ideas  |   |   |   |   |
|  | Factors considered when evaluating the viability of a business opportunity  |   |   |   |   |   |
|  | Factors that enhance the sources of a business  |   |   |   |   |   |
|  | Production unit  |   |   |   |   |   |
|  | Factors to consider when locating a production unit |   |   |   |   |
|  | Analyze factors to consider when locating a production unit  |   |   |   |   |
|  | Value of importance of locating a production unit in a suitable area |   |   |   |   |
|  | ✓ **Financial goals**  |   |   |   |   |
|  | Importance of setting financial goals  |   |   |   |   |
|  | Factors considered when setting financial goals  |   |   |   |   |
|  | Formulating financial goals  |   |   |   |   |
|  | Financial discipline  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

 **CREATIVE ARTS ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **Creating and Preforming**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | **a. Kenyan folk songs**  |   |  |  |  |   |
|   | ✓ Classification of folk songs  |   |   |   |   |
|   | ✓ Performing folk songs  |   |   |   |   |   |
|  | Indigenous Kenyan craft  |  |  |  |  |  |
|  | Beadwork  |  |  |  |  |  |
|  | Types of beads (plastics/clay. Shell/bone/wood |  |  |  |  |  |
| **2**  | **APPRECIATION IN CA&S**  |   |   |   |   |   |
|   | ✓ Analysis of creative Arts & sports  |   |   |   |   |
|   | - Criteria for evaluation  |   |   |   |   |
|   | - Analysis for each category  |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## C.R.E ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1**  | **CHRISTIAN LIVING**  | **E. E**  | **M. E**  | **A. E**  | **B. E**  | **TEACHER COMMENT**  |
|   | ✓ Human sexuality  |   |   |   |   |   |
|   | ✓ Christian marriage and family  |   |   |   |   |
|   | ✓ Alcohol, drug and substance abuse  |   |   |   |   |   |
|   | ✓ Gambling  |   |   |   |   |   |
|   | ✓ Social media  |   |   |   |   |   |
|   | **TOTAL SCORE/PEROFMANCE LEVEL**  |   |   |   |   |   |

## END TERM THREE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEARNING AREA**  | **CAT 1**  | **M. E**  | **A. E**  | **AVERAGE**  | **PERFORMANCE LEVEL**  |
| MATHEMATICS  |   |   |   |   |   |
| ENGLISH  |   |   |   |   |   |
| KISWAHILI  |   |   |   |   |   |
| INDIG. LANG.  |   |   |   |   |   |
| INTEGRATED SCIE ACT.  |   |   |   |   |   |
| AGRIC & NUT ACT.  |   |   |   |   |   |
| SOCIAL STUDIES ACT.  |   |   |   |   |   |
| RELIGIOUS ACT.  |   |   |   |   |   |
| PRETECHNICAL STUD.  |   |   |   |   |   |
| CREATIVE ARTS  |   |   |   |   |   |
| **TOTAL SCORES**  |   |   |   |   |   |
|  |   |   |   |   |   |

**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**

**Comment on learners’ behaviour:**

**Comments on transition to the next grade:**

Stamp and Signature