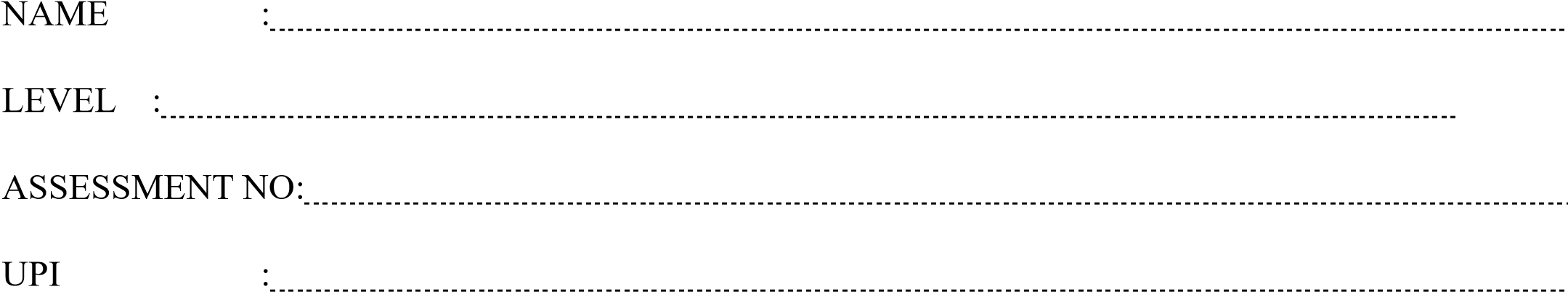
**LEARNER’S DETAILS**



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** | |  | |  | |  | |  | |  | |

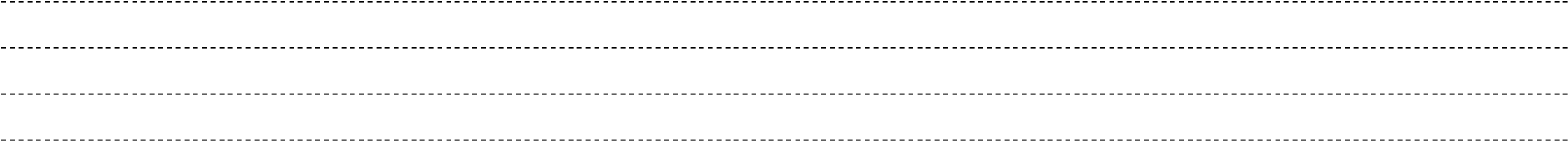
## C.R.E ACTIVITIES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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** |  |  |  |  |  |

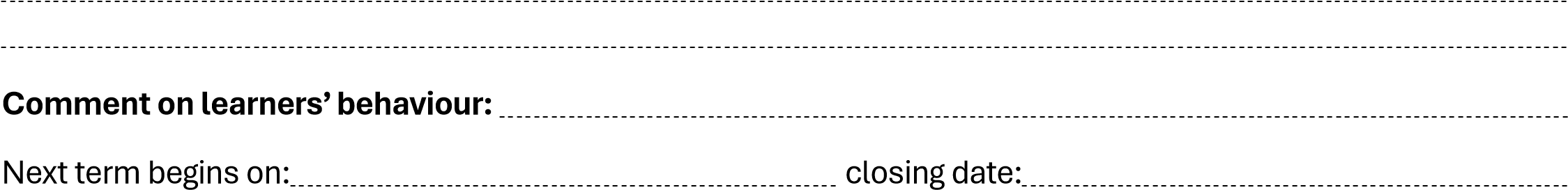
## END TERM ONE SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |

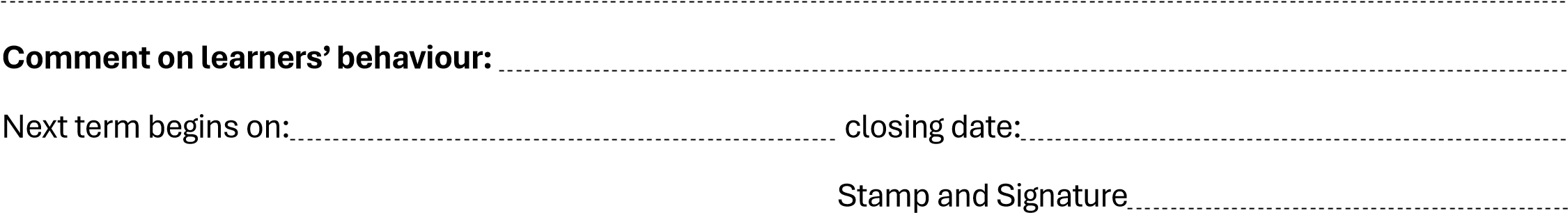
## END TERM TWO SUMMATIVE ASSESSMENT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |

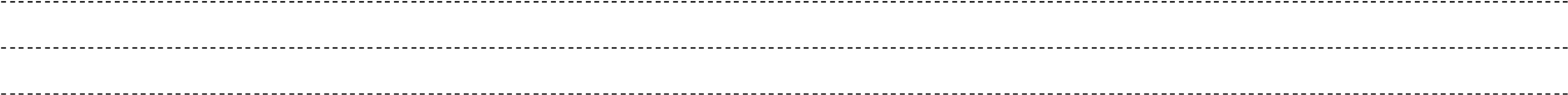
## C.R.E ACTIVITIES

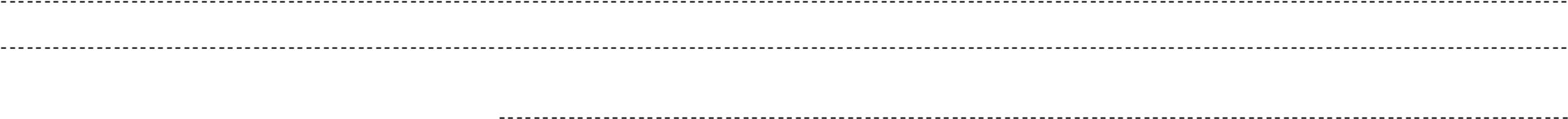
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **1** | **CHRISTIAN LIVING** | **E. E** | **M. E** | **A. E** | **B. E** | **TEACHER COMMENT** |
|  | ✓ Human sexuality |  |  |  |  |  |
|  | ✓ Christian marriage and family |  |  |  |  |
|  | ✓ Alcohol, drug and substance abuse |  |  |  |  |  |
|  | ✓ 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** |  |  |  |  |  |
|  |  |  |  |  |  |

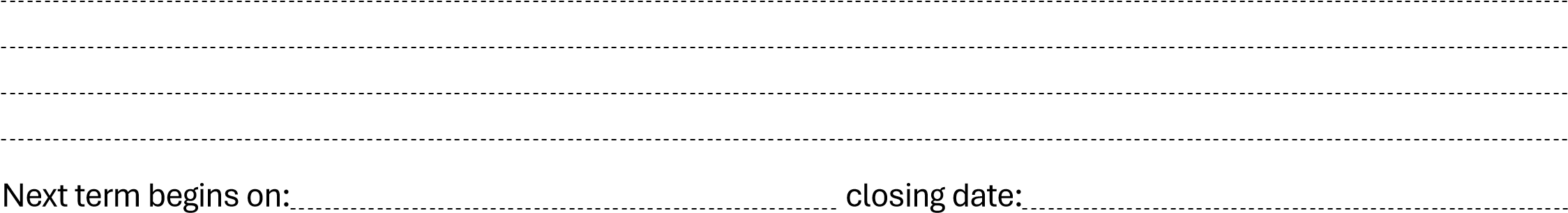
**Teacher comment on performance and core competencies Achieved:**



**Head teachers’ comments:**

**Comment on learners’ behaviour:**

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

Stamp and Signature