Telephone: +254-20-318888

Fax: +254-20-2240066/341935/344333 Email: communication@mfa.go.ke

Website: www.mfa.go.ke

When replying please quote Ref. No. and date





#### MINISTRY OF FOREIGN AND DIASPORA AFFAIRS

MFA.ADM/9

Ref. No.

I, NAOMI KORIR Principal State Counsel, in the Legal and Host Country Affairs Directorate of the Ministry of Foreign and Diaspora Affairs of the Republic of Kenya,

**DO HEREBY** certify that the following attached Copies of Educational Documents in respect of **GRACE NYARIARA** bear the Stamp of the Director, Quality Assurance and Standards, Ministry of Education, Nairobi:

1. Competency Based Curriculum Assessment Book Grade 3- Leads School

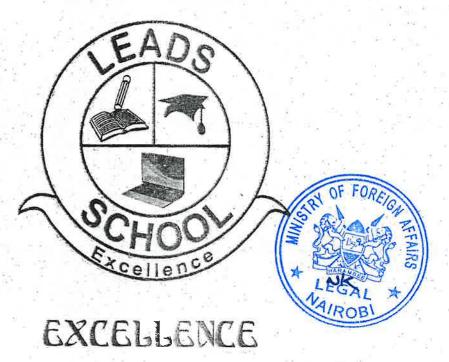
**GIVEN UNDER** my Hand and the Official Stamp of the Ministry of Foreign and Diaspora Affairs, on this Twenty Seventh day of April, Two Thousand and Twenty Three.

NAUMI KORIR
PRINCIPAL STATE COUNSEL
LEGAL & HOST COUNTRY AFFAIRS DIRECTORATE



# LEADS SCHOOL

P.O. BOX 89902 - 80100 TEL: +254 727 684 094 / +254 752 300 077 JOMVU - MOMBASA



## COMPETENCY BASED CURRICULUM

ASSESSMENT BOOK GRADE 3

NAME: _	GRAGE	KYALIARA	
LEVEL:_	GRABE	THREE DIRECTO	DFR SSURANCE AND STANDARDS
YEAR:		MINISTRY	426 (00)60

18/4/2023

LEARNER'S	S DETAILS
NAME:G	RACE MARIARA
LEVEL:	GRADE THREE
AGE:	9 YEARS
UPI:	
GENDER:	FEMALE
GENDER:	
STAMPED PASSPORT	
РНОТО	
L.	
PARENTS'/GUA	RDIAN DETAILS
FATHER'S NAM	E: Joshua Foroge Ajuguna
3.0	CONTACT: <u>D7288121.56</u> SIGN:
,	CONTACT: V 120012138 SIGN:
	*
MOTHER'S NAM	IE: ESTHER SARIHO
	CONTACT: 0725487041 SIGN:
FACILITATOR'S	'NIANETA
FACILITATORS	1 OF FORE
	CONTACT: SIGN:
**	
	SCHOOL STAMP
	WAIROB!
	110
	DIRECTOR QUALITY ASSURANCE AND STANDARDS
PORAGENTAL	P.O. Box 30426 - 00100
PROPERTY.	1   Grade
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# 15 E	18141 977

## MATHEMATICAL ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations, APP-Approach Expectations, BE-Below Expectations

	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
0.1	NUMBERS					
.1	Number Concept				J. 2.	
	Use ordinary numbers to identify position from 1 to 20		~		6	
2	Whole Number					
	Count numbers forward and backward up to 1000.		1			
	Identify place value up to thousands		دسنا			
	Read numbers! to 100 in words		1			
-	Identify missing numbers in number patterns up to 1000		1			
1.3	Fractions		1			
-	Identify 1/2,1/4 and 1/8 as a part of whole.		1			
	Identify ½,¼ and ⅓ as a part of a group		/			
.4	Addition		1			
.7	Add a 3 digit number to a 2 digit number without	~				
	re-grouping with sum not exceeding 1000.					
-	Add 3 digit numbers without regrouping	1				
_	Add 3 single digit numbers with sum up to 27	1			21	
-	Add two-3 digit numbers with single regrouping with					
	sum not exceeding 1000	~	1	6 -		
_	Work out missing numbers in patterns involving		1 -			
	addition up to 1000		/	22		
-	Create number patterns involving addition up to 1000		1			
1.5	Subtraction		1.			
1.2	Subtract up to 3-digit numbers without regrouping		1			
	Subtract up to 3 digit numbers without regrouping		11			
_	Subtracts up to 3 digit numbers involving missing	-	1			
	numbers with single regrouping		10		1	
_	Work out missing numbers in number pattern involving					
	subtraction up to 1000		1			
1 6	Multiplication					
1.6	Division	+	· .		-	
1.7	Represent division as repeated subtraction up to 5 times	1				
	Relate division to multiplication up to 9 x 10 = 90	1				
	Relate division to indusplication up to 7 x 10 30	12	-		+-	
2.0	MEASUREMENT					
2.1	Length					
10	Measure length in metres		1			
	Add and subtract length in metres		/			
7	Estimate length up to 20 metres		1			
2.2						
	Measure mass in kilograms		1			
	Add and subtract mass in kgs		1			
_	Estimate mass up to 5 kg		/		(0,91)	The second



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3.2

Sha Mak and

2.3	Capacity .			100	1.4	
THE STATE OF	Measure capacity in litres	17	سيا	152	ed.	
-	Add and subtract capacity in litres		1	CIVE.		
	Estimate capacity up to 5 litres			525 E	3	
2.4	Time	- x	1 15	LE L'es		
2551	Read and tell time using the digital clock		1	9		
	Read and tell tine using "past" and "to" the hour using the clock face.				i	4
	Write time using "past" and "to" the hour		1			
	Add and subtract time involving hours and minutes without conversion in real life situation.		1			1201
2.5	Money		3			
	Identify Kenyan currency notes up to Ksh.1000		-			
	Count money in different denominations up to Ksh.1000					
	Add and subtract money involving up to Ksh.1000	me			-	
	Relate money to goods and service up to Ksh.1000					*
	Carry out shopping activities involving change and balance.					
	Appreciate spending and saving of money in real life situations	1				= -
	Differentiate between needs and wants	1				
3.0	GEOMETRY			7-		
3.1	Position and direction		1	1.7		7 7
	Move along a straight line from a point		~			
	Turn to the right from a point		V			
•	Turn to the left from a point		1	3		
3.2	Shapes		1			
	Make pattern involving rectangles, circles, triangles, ovals and squares	-	/			

DIRECTOR
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MINISTRY OF EDUCATION
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TEL: 318581

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	к «	0.20	* 1 % J. X II			1	Identi
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#### ENGLISH ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations, APP-Approach Expectations, BE-Below Expectations

	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENT
.0	LANGUAGE ACTIVITIES	5 7				
	Listening and Speaking					
-	Listen attentively during a conversation		1			
	Respond to simple specific directional instruction in oral communication		<u>ب</u>			
	Use common gestures and facial expressions in communication.	- ,	:	- 1	4	
.2	Pronunciation and Vocabulary				1	
	Recognizes new words used in theme(s)					
	Pronounce the vocabulary related to the theme correctly.					
	Use vocabulary learnt to communicate confidently		1			
.3	Language structures and functions					
	Use subject verb agreement to construct sentences on daily activities in relation to when they take place.	r Ym	1			
	Use indefinite pronoun (nobody, anybody, somebody) in communication to talk about daily activities at 'home		~		-	
_	and at school.			i		
	Use singular and plural forms of irregular nouns for effective communication, e.g foat-feet, tooth-teeth mouse-mice, ox-oxen	-	1			
	Use "will/shall" to talk about what they would want to become in future	113	~			
1	Identify words that express future Time/action for effective Communication	1				
68:	Use, opposites to construct simple sentence about safety at home, school and environment.	/	,			
	Use preposition to talk about the position and location of objects, Peoplé, animals and places.	1				RY OF FO
-	Ask questions using "what, when, how, way and where" to learn about speaking.	1			W. W.	A CONTRACTOR
	Respond correctly to question using "what, when, whose, how, why, where" appropriately.			-	* 6	
	Identify wh — word in a story, poem or conversation for effective oral Communication	/			127	GAL A
	Use adjectives to describe people, things and actions in a festival.	1		-	111	OBI *
	Describe given nouns in relation to. shape, colour and size correctly.	1				
	Identify comparatives sand superlatives thal are used to describe people and things during play time and sports	/			(3)	
r VII G	Form comparatives and superlatives appropriately based on given examples.	1				×
	Use conjunctions to talk about nutrition and diseases e.g "and" "but" "because"	-	/			
	Distinguish the uses of "and" and "but" in sentences.	M.	1		10 72	A:

original in 18/4/2023

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QUALITY ASSURANCE AND STANDARDS

5 | Grade 3

4 | Grade 3

1-100%

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1-100%

2.0	READING	EX	MT	APP	BE	COMMENTS
2.1	Letter sound knowledge (phonic reading)		-	-		
	Reads longer words with letter-sound correspondence and combines sounds to read longer words accurately.		~	e ne d		
2.2	Word reading					
5	Read more and longer words without letter-sound text correspondences		V			
23	Connected text and fluency	-5-	-		-	
	Reat a text of about 200 words transitioning from phrasal to fluent reading	7	~			1 - 10 - 50 10
6	Read at least 90 words per minutes fluently and accurately and with expression		~			2000
2.4	Comprehension					
	Make productions based on pictures and titles and anticipate possible outcomes on a comntext.		V			1 123
	Read and retell a story, poem or conversation	Y	V		-	
	Answer a simple direct and indirect questions based on a text of about 200 words		/	S .	- '	2 15
3.0	WRITING		1			
3.1	Handwriting	_				3.11
	Demonstrate neat and legible handwriting	_				36
3.2	Spelling					
	Spell and write words correctly for effective in communication	1070	/			
.3	Punctuation					
	Recognize appropriate punctuation marks in a text	-	1			
	Use full stops, capital and small letters, question marks correctly.	w. 50	1	,		
4	Guided Writing					
	Write words from a prompt to demonstrate mastery of vocabulary.		1		•	
	Recognize the correct form and meaning of the words to be used in filling in gaps		1			i n
	Re-arrange words to make short phrases and sentences.		1			

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6 | Grade 3

F

Fr	om (1st Strand)		Sub Strand	3	3 1					
To	(Last Strand)	45,7 30 18 AL	Sub Strand	TO STATE OF	57 2					
	ib-strand not covered b				- 18					
Strands/50										
			RE COMPETENCIES	Below Expectation	1					
	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation						
Total Poin		13	= X   18 = 100   H							
Percentag	е	85%			1-100%					
Reason _	Reason									
Facilitator	Facilitator's remarks based on core competencies, achievements, PCIs development and values:									
values:										
			Signature	-74						
4.4										
TERM 2				7,0						
Opening	Date:	_ x 1	Closing Da	ite:						
Total nun	ber of strands covered	_3	X							
Fr	om (1 <sup>st</sup> Strand)	14	Sub Strand	8						
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#### SHUGHULI ZA KISWAHILI:

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
	SHAMBANI		7 3-11			
.1	Kusoma	2	5	وسنا		
10	Kutambua sauti mbili tofauti zinazotamkwa pamoja					
	Kutamka sauti lengwa ifaavyo					
	Kusoma silabi za sauti lengwa			-		
	Kusoma maneno, vifungu na hadithi zinazohusisha sauti lengwa					
2	Msamiati					
1	Kutambua na kueleza maana ya msamiati unaohusisha shughuli za shambani.			~		
+	Kutunga sentensi akitumia msamiati wa shambani		-	1		
	Kusikiliza na kuzungumza	-				
	Kusikiliza masimulizi kuhusu shambani kwa makini.			2		
-		12				
-	Kutaja na kueleza vifaa Vinavyotumika shambani	-	N			
d	Kueleza Shughuli zinazofanywa shambani	-		-		
1.4	Kusoma hadithi		-			
_	Kusoma hadithi za picha zinazohusu shamba		-	<b> </b>		
	Kusikiliza hadithi zikisomwa na kujibu maswali kwa usahihi		1			
	Uchangamfu wa kusoma hadithi		1		P	v t a
5	Kuandika					2 2
	Kuandika kisa kifupi kwa hati nadhifu kulingana					
	na mada.		1			
.6	Sarufi					
	Kutumia nafsi ya tatu wakati ujao umoja na wingi katika sentensi kwa usahihi.			1		
	Kusoma na kuandika vifungu na nafsi					1
_	ya tatu kwa umoja na wingi			~		
.0	UZALENDO		1			
1	Kusoma		1			
7	Kutambua na kutamka sauti mbili tofauti zinazotamkwa pamoja			V		
	Kusoma silabi za sauti lengwa	-	-	1,1		1
_	Vusoma hadithi giliga na garri lararra			1	-	
_	Kusoma hadithi zilizo na sauti lengwa		-	12		
	Kusoma hadithi zilizo na maneno yaliyo na sauti lengwa			V		
	Kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa			/		
2.2	Msamiati			-	4	The second second
	Kutambua msamiati ambao unaohusiana na uzalendo		1		1	
	Kueleza maana ya msamiati unaohusiana na uzalendo		1			1
	Kutumia msamiati wa uzalendo katika sentensi.					
2.3	Kusikiliza na kuzungumza		1			
	Kutambua na kuyatumia maneno yanayoonyesha uzalendo katika mawasiliano		1			
	Kusimulia visa vinavyojumuisha mambo	130	1			
	yanayoweza kuimarisha uzalendo. Kuonyesha usikivu kupitia kusikiliza masimulilizi		1	1		
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2.4 Kus Kut Kus na u Kus 2.5 Kua Kua na n 2.6 Sar Kuti 3.0 MIII 3.1 Kus Kut: zina Kus Kus na s Kua 3.2 Msa Kut Kua Kuti 3.3 Kus Kus Kus Kus 3.4 Kus ipas Kus Kuf Kuc 3.5 Ku

Kua Kuj mw 3.6 Ms Kut 3.7 Sar Kua

Kut pan 4.1 Ku: Kua leng

KA 4.0

4.2 Ms: Kut

Kut 4.3 Ku:

Kus mba Kue

Kut

	TO ALL	Kutambua rangi za bendera		Marie San May	
	N.	Kusoma na kutambua maneno yanayohusiana		1	
		Kusoma na kusikiliza hadithi kuhusu uzalendo			Harris de la companya della companya de la companya de la companya della companya
DEKERGO	2.5	Kuandika	1		
DEKEZO	2.5	Kuandika kisa kifupi kwa hati nadhifu kulingana			
ULLYS		na mada	10.		
	2.6	Sarufi			
	-	Kutunga sentensi akitumia(-ake na —ao)		E P	
	3.0	MIEZI YA MWAKA			
	3.1	Kusoma	2		
		Kutambua na kutamka sauti mbili	1		
		zinazotamkwa pamoja.			
		Kusoma silabi za sauti lengwa	س		
		Kusoma maneno kwa kutumia silabi zinazotokana			
		na sauti lengwa			
		Kuandika maneno kutumia silabi			
	3.2	Msamiati			07.50
		Kutambua miezi ya mwaka			RY OF FORE
0. 1		Kuandika majina ya miezi ya mwaka kwa mfuatano		//	S a CA
		Kutunga sentensi kwa kutumia majina ya miezi		1//3	S STEED STORY Z
	3.3		, <b>O</b> .		
		Kusikiliza masimulizi kuhusu miezi ya mwaka		1 11 >	
		Kusimulia kuhusu matukio katika miezi tofauti		11	INN
	3.4	Kusoma hadithi		1	1 GAL X/
		Kusikiliza hadithi ikisomwa na kujibu maswali			ROBI
	1 Y	ipasavyo			
		Kusoma hadithi kuhusu miezi			
		Kufahamu hadithi iliyosomwa			
		Kuchangamkia kusoma hadithi	1		
	3.5	Kuandika			
		Kuandika kisa kifupi kwa hati nadhifu			
	- 1	Kujaza mapengo kwenye hadithi kwa maneno			
		mwafaka			8
	3.6	Msamiati (tarakimu)			
		Kutambua na kusoma nambari 1-100 kwa maneno			
	3.7			- "	3.5
		Kuakifisha sentensi ipasavyo kwa kutumia kikomo.			į.
35 7	4.0	KAZI MBALIMBALI			
		Kutambua na kutamka sauti mbili zinazotamkwa			
	*1	pamoja ili kuimarisha matamshi			
	4.1	Kusoma silabi za sauti lengwa			25
		Kuandika silabi na maneno yanayohusisha sauti			
	1.3	lengwa			
	4.2	Msamiati			
		Kutambua msamiati wa kazi mbalimbali	/		
	10	Kutunga sentensi akitumia msamiati wa kazi.			-
- 11	4.3	Kusikiliza na kuzungumza			
		Kusikiliza kwa makini masimulizi kuhusu kazi			
		mbalimbali			
		Kueleza kuhusu kazi totauti			2 1 1 1 1 1
		Kuthamini kazi tofauti		1 - 1	

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Kusoma hadithi

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	2.4	Kusoma hadithi	1775			2)T 518	
	2 550	Kutambua rangi za bendera	1000			- 31	
		Kusoma na kutambua maneno yanayohusiana na uzalendo		~			
	8 10 ±50	Kusoma na kusikiliza hadithi kuhusu uzalendo	1.00	1			5.12
ENDEKEZO	2.5	Kuandika	1 3	1	0.3		
		Kuandika kisa kifupi kwa hati nadhifu kulingana na mada		A B			
	2.6	Sarufi					
		Kutunga sentensi akitumia(-ake na —ao)			-		1 4 4 4 4 V
	3.0			1 100			
	3.1	Kusoma	1				
题: 11		Kutambua na kutamka sauti mbili	-				- v 6
		zinazotamkwa pamoja.					
		Kusoma silabi za sauti lengwa	-	-			
	-	Kusoma maneno kwa kutumia silabi zinazotokana	+				
	1	na sauti lengwa				*	
	-	Kuandika maneno kutumia silabi		. /			
	3.2	Msamiati	1				
	3.4						
	-	Kutambua miezi ya mwaka	1				
		Kuandika majina ya miezi ya mwaka kwa mfuatano		~			
		Kutunga sentensi kwa kutumia majina ya miezi		. /			
	3.3	Kusikiliza na kuzungumza					
		Kusikiliza masimulizi kuhusu miezi ya mwaka		1			
		Kusimulia kuhusu matukio katika miezi tofauti		/			95
	3.4						
	34000	Kusikiliza hadithi ikisomwa na kujibu maswali					9 1
	11.50	ipasavyo	1 .				
		Kusoma hadithi kuhusu miezi	-	1			-
		Kufahamu hadithi iliyosomwa		1			
		Kuchangamkia kusoma hadithi		1			<u> </u>
	3.5	Kuandika					1
8		Kuandika kisa kifupi kwa hati nadhifu					
		Kujaza mapengo kwenye hadithi kwa maneno mwafaka	-		- 3		
	3.6	Msamiati (tarakimu)					2.
* - ]		Kutambua na kusoma nambari 1-100 kwa maneno	1	1			
\$4 · · · · · · · · · · · · · · · · · · ·	3.7	Sarufi	_				
		Kuakifisha sentensi ipasavyo kwa kutumia kikomo.					3 3
	4.0	KAZI MBALIMBALI	-		-		
類 "		Kutambua na kutamka sauti mbili zinazotamkwa	-	1			
11		pamoja ili kuimarisha matamshi					
5 - 1	41	Kusoma silabi za sauti lengwa	-		-		
ik N		Kuandika silabi na maneno yanayohusisha sauti		-			* 1
		lengwa					
	42	Msamiati					
W		Kutambua msamiati wa kazi mbalimbali	-				
			1				
2	12	Kutunga sentensi akitumia msamiati wa kazi.	-	,			
	72	Kusikiliza na kuzungumza	1	~			
		Kusikiliza kwa makini masimulizi kuhusu kazi mbalimbali		1			
		Kueleza kuhusu kazi totauti		1			
		Kuthamini kazi tofauti		/			

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VALTE STREET

1	Kutambua rangi za bendera	A STATE OF THE STA			100	1
	Kusoma na kutambua maneno yanayohusiana				1 and 1	1
	na uzalendo		- 3	The River	0.5	
- 1	Kusoma na kusikiliza hadithi kuhusu uzalendo			T.	97	
2.5	Kuandika	ン	- **			
3.0	Kuandika kisa kifupi kwa hati nadhifu kulingana			1 × 1/3		
	na mada			- K 1	6 -	
2.6	Sarufi				1 9	
	Kutunga sentensi akitumia(-ake na —ao)					
3.0	MIEZI YA MWAKA					
3.1	Kusoma		1	A		
	Kutambua na kutamka sauti mbili		2 1			
	zinazotamkwa pamoja.			1		
	Kusoma silabi za sauti lengwa			2.5	Y	
	Kusoma maneno kwa kutumia silabi zinazotokana					
	na sauti lengwa					
	Kuandika maneno kutumia silabi					
3.2	Msamiati					
	Kutambua miezi ya mwaka					
	Kuandika majina ya miezi ya mwaka kwa mfuatano				O VO	FEO
	Kutunga sentensi kwa kutumia majina ya miezi			1	CIRI	URE
3.3				11.	E 082	02
	Kusikiliza masimulizi kuhusu miezi ya mwaka	1		1//	1	15A 3
	Kusimulia kuhusu matukio katika miezi tofauti		-	1	PULL	
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	Kusikiliza hadithi ikisomwa na kujibu maswali			1	LEG	
	ipasavyo				AIN	L */
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				1		
	Kutahamu hadithi iliyosomwa					
	Kufahamu hadithi iliyosomwa Kuchangamkia kusoma hadithi					
3.5	Kuchangamkia kusoma hadithi					e
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2.4 Kusoma hadithi

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.4	Kusoma hadithi		-	The state of the s
	Kutambua picha za watu kazi mbahimbali Kusoma hadithi kwa usahihi  Sarufi Kukanusha nyakati kwa usahihi (li, na- ta)  USALAMA  I Msamiati Kutambua msamiati ambao hutumiwa katika usalama  La Kutumia msamiati unaohusiana na usalama katika kutunga sentensi  Kusimulia kuhusu njia za kudumisha usalama  Kusoma hadithi Kutambua picha zinazoonyesha usalama  Kusoma hadithi kuhusu usalama kwa ustadi. Kusikiliza hadithi uanayosomewa kwa umakini  Kusoma hadithi kuhusu usalama kwa usadi. Kusikiliza hadithi anayosomewa kwa umakini  Sarufi Kutambua picha zinazoonyesha usalama  Kusoma hadithi kuhusu usalama kwa ustadi. Kusikiliza hadithi anayosomewa kwa umakini  Sarufi Kutanibua na kutandika kinyume cha vitendo kwa usahihi  USAFI WA MAZINGIRA  J Msamiati Kutanibua na kutaja msamiati wa usafi wamazingira Kutumia msamiati wa mazingira katika sentensi			
	Kusoma hadithi kwa usahihi			
4.5	Kuandika	~		
	Kuandika kisa kifupi kwa hati nadhifu	nadhifu hi (li, na- ta)  utumiwa na na usalama katika  masimulizi) umisha usalama ha usalama ma kwa ustadi. wa kwa umakini i nadhifu  cha		
4.6	Sarufi	a hati nadhifu  usahihi (li, na- ta)  pao hutumiwa  nusiana na usalama katika  nuza (masimulizi) a kudumisha usalama  nyesha usalama  usalama kwa ustadi. somewa kwa umakini  a hati nadhifu  ume cha		
	Kukanusha nyakati kwa usahihi (li, na- ta)			
5.0	USALAMA			
5.1	Msamiati		1 2 4	
	Kutambua msamiati ambao hutumiwa			
	katika usalama.			
5.2	Kutumia msamiati unaohusiana na usalama katika			
	kutunga sentensi			
5.3				
5.4				
5.5				
5.6				
12				
6.0	USAFI WA MAZINGIRA			4
			-	
0.1				
		1		
62	Kusikiliza na kuzungumza			
TV eabl	Kutofautisha mazingira safi na yasiyo safi			
7	Kutambua umuhimu wa mazingira safi.		-	
7/	Kueleza kuhusu usafi wa mazingira na jinsi ya			
	kuyatunza			
63	Kusoma Hadithi	21 %		
<i>y</i> = <i>y</i>	Kutambua msamiati uliotumiwa katika hadithi	/		
	Kusikiliza mwalimu kwa makini			
	Kusoma hadithi kwa ufasaha.			
6.4	Kuandika			
J.,	Kuandika kisa kifupi kuhusu mazingira kwa			7
	hati nadhifu			
6.5	Sarufi			
	Kutumia "haraka" na "polepole" katika kutunga			
	1 12 detailed literature liter possible of waters retaining			1

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DUKA

Msam

Kutam Kutum Kusiki

Kuelez Kusiki

Kuson Kusom Kudha kutege

Kuang Kuand

Sarufi Kutum NDEG

Msam Kutaja Kutam Kusiki

Kutaja Kutam Kusiki

Kuson Kuson Kufah: Kuan

Kuano Sarufi

Kutun senter

SOKO Msam

Kutam za soki Kutung

Kusiki Kutaja Kutaja Kuelez Kuelez

Kuson Kuson Kufah: kupata

Kuane Kuand

Sarufi Kutun kuima

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U.S.	COMPANY DESCRIPTION OF THE PROPERTY OF	CUZ	KUF	KUK	MB	MAPENDEKEZO
D	UKANI	102		1/3	7	
-	e satad		1			
	- Luc no kneleza msamiati wa dukani	-	-			
K	utumia msamiati wa dukani katika sentensi		1	0.23	(6.	
2 1	rusikiliza na kuzungumza		1			
	t talk me dukani		1	-		
1	Cueleza shughun za dukam Cusikiliza masimulizi kuhusu uuzaji kwa makini		-	-		
- 1	Z-come hedithi	1.	1	-	+-	
	1 - 3:46; larbusu dukani ka utasana		+	+		
	Kusoma nadidii kunasu dalama njia moja ya		بيارا		+	1
F	cutegemea maishani	, EL	-	+	-	
	Zwangika		1	+	+-	
7.4	Kuandika kisa kifupi kwa hati nadhifu.		+	+ -	+	
					+	-
15 5	Sarufi Kutumia alama ya kuuliza ipasavyo katika sentensi				-	
	NDEGE NIMPENDAYE				-	-
			V		1	
0.2	Msamiati , and are mbalimbali				-	
	Kutaja majina ya ndege mbalimbali Kutambua msamiati kuhusu njia za kutunza ndege.					_
	Kutambua msamiati kunusu njia za kutambu		1	- 11		
8.2	Kusikiliza na kuzungumza		1			
	Kutaja aina za ndege wa nyumbani Kutambua ndege ampendaye na kusimulia kumhusu	1	1/	· ,		- J 5 6
	Kutambua ndege ampendaye na kusimuna		1.,	/		
	Kusikiliza kwa makini masimulizi ya wengine					
8.3	Kusoma hadithi		1	-		
	Kusoma na kusikiliza hadithi zinazohusu ndege	+-	1./	/		
	Kusama na kusikinza naciona na aliyosomewa Kufahamu hadithi aliyoisoma na aliyosomewa	+				
8.4	Vuondika	+				
0.1	Kuandika kisa kifupi kwa hati nadhifu	-				C C
8.5		+-	-	/		
02	Kutumia: "juu ya" na "chini ya" kwa ufasana katika	-	.			
	sentensi na mawasiliano					
		1.				
9.0	SOKONI					
9.1	Msamiati Kutambua msamiati unaohusiana na shughuli	==	با	/	-	
	Kutambua msamiau unaonusiana na		1			
÷	za sokoni Kutunga sentensi sahihi akitumia msamiati wa soko	ni	\ \	1		WISTRY
	Kutunga sentensi samin aktuma mee			- (1)		MILLER
9.2	Kusikiliza na kuzungumza		1		1.5	H STA
	Kutaja vitu vinavyopatikana sokoni			/		THE MEDICAL PROPERTY OF THE PR
	Kutaja watu wanaopatikana sokoni					12
	Kueleza shughuli zinazoendeshwa sokom.	-		1		15
	Kueleza umuhimu wa soko	-				113 7 9 W
9.3	Kusoma Hadithi		- 4	1	1	NOO!
	1 dishi lashusu sokoni kwa ulasana	-		1	•	W *
	Kufahamu hadithi aliyoisoma na aliyosomewa m	-				
	kupata ujumbe	-+				
9	A Wandika	-	-	1	10	
	Kuandika kisa kifupi akitumia hati nadhafu	- *	-	/		
9.		_		1	_	· ·
1	Kutumia "ndani ya" na "nje ya" katika sentensi ili	1	1			
1	kuimarisha mawasiliano.	1	- 1			

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TERMLY REPORTS

Total numb	er of strands covered	d <b>4</b>	Closing	Date:		K	EY: F
							Ě
To (1	Last Strand)		Sub Strand	1 12		1	- [
Strands/Sub	-strand not covered	by the individual	learner IIA			-	1
	OVERALL AC	THIEVEMENT OF	CORE COMPETENCIES		-	-  -	
	Exceeding Expectation	Mosta Comment	CORE COMPETENCIES	11 254			.0 H
Total Points		1	on Approaches Expectation	n Below Expectation		1	St
Percentage		3		2 3- 1			SV.
		1			1-100		Pr
	zomowka 1 . 1				_	1.	
/alues:	remarks based on: co	ore competencies,	achievements, PCIs de	evelopment and	7	1	N:
		PI					rei
	^	<u>v(</u>	Signatur	- F		1.	3 Cl
		13 T V				-	Gi
TERM 2				3		-	Ide
Opening Dat	te:		Closing D	Pate:	3.1		Ap
Total number	r of strands covered	6				1.4	Use
From	(1 <sup>st</sup> Strand)		0.10, 1				Ide
			SIID STORA				Ide
trands/Sub-s	strand not covered by	y the individual le	amer			-	Clea
	OVERALL ACE	TEVENENT OF CO	unior				App
	Exceeding Expectation		ORE COMPETENCIES			1.5	Pro
tal Points	TAPECIALION	Meets Expectation	Approaches Expectation	Below Expectation			Iden
rcentage							Inter
- Tanaga			a 1 y =		1-100		med
		Am 2 to 2 1977		*		1.6	Ma
cilitator's re	emarks based on: co	re competencies	achievements, PCIs de	voles - 1		- 1	Mer
ilues:			come voments, i cis de	velopment and		-	the Diff
	20	a transfer at	Signature	de			for d
30			Digitatare				State
ERM 3				* 1 * 4 * * * * * * * * * * * * * * * *	1	-	good
pening Date			Closing Da	4	+	+	Maki Store
otal number	of strands covered	6	Closing Da	ıe:			Appr
From (	1 <sup>st</sup> Strand)	7 T 60	0.1.0.	2.21		1.7	Kitel
To (La	st Strand)		Sub Strand _				Ident
,			Sub Strand _				Name State
	dot bo vered by			20 St. 1		- 1	ome
ands/Sub-str			DE COA FRANCE				<b>Тррге</b>
ands/Sub-str	OVERALL ACHI				- 1		arden
ands/Sub-str	OVERALL ACHI			Below Expectation		ع ا	
ands/Sub-str	OVERALL ACHI			Below Expectation	Ļ	1 8	
ands/Sub-str	OVERALL ACHI				L L-10	1 8	Ý
ands/Sub-str	OVERALL ACHI				L-10	8	
tal Points centage	OVERALL ACHI xceeding Expectation	Meets Expectation	Approaches Expectation		L-10	8	
tal Points centage ason ilitator's ren	OVERALL ACHI xceeding Expectation	Meets Expectation			L-10 <sup>6</sup>	1 8	Se transfer of the
tal Points centage	OVERALL ACHI xceeding Expectation	Meets Expectation	Approaches Expectation  whievements, PCIs deve		1-10	1 8	The second second
tal Points centage ason ilitator's ren	OVERALL ACHI xceeding Expectation	Meets Expectation	Approaches Expectation	elopment and	E AND		The second second
tal Points centage ason_ cilitator's ren	OVERALL ACHI Exceeding Expectation  marks based on: core	Meets Expectation	Approaches Expectation  whievements, PCIs deve	Plopment and  PIRECTOR  MALITY ASSURANCE  MINISTRY OF EDUC	CE AND		The second second
tal Points centage ason_ cilitator's ren	OVERALL ACHI xceeding Expectation	Meets Expectation	Approaches Expectation  whievements, PCIs deve	elopment and	CE AND		Service of the service of

## HYGIENE & NUTRITION ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations, APP-Approach Expectations, BE-Below Expectations

		nr:	Approach Expectations, BE-Below Expectations,		EX	МТ	APP	BE	COMMENTS
		09	ch to rate learners abunt		-			Vi 8	
				aina					
1	1.0	HE	ALTH PRACTICES  ation healthy habits that promote our well be a practicing health habits for	emg	-	-	15		
	1.1	Mer	ation healthy habits that promote our time the importance of practicing health habits for	our		1			
n	0	State	e the importance of a		_	1	1		
		well	being cice health habits that promote our well being		_	1	1		
-				- 4			+	+	
1-100	1.2		al hygiene			1	+	1	
	-	Nai	ne common problems related to health ntion ways of dealing with common problems			1	1.		
	-	Me	ntion ways of dearing with con-			1	1	+	
	1	-ni	ated to teeth		(A)	-		+-	-
	1	1	i di algernom			V			×
* 11	1					~	1		-
	-	TA	entify materials used to clean the classroom			1	(1) X		
	1	T.	lentify materials used to clean the classroom	aroom		- 1	*		
	1			S100III .	-	1			
	1						-		
	1 1	.4 U	entify type of dirt found on utensils		-		1.		
A. J	45	Ic	lentify type of dirt found on utensits  lentify materials that can be improvised for cle	aning		/		- 1	
	1	Id	lentify materials that can be day					-	
	1	u	tensils materials		*	1	-	1/	RY OF FOR
	-11	1	tensils  Clean utensils using improvised materials  Appreciate the use of improvised cleaning materials  Appreciate the use of improvised cleaning materials	erials		- /		118	The state of the s
	4							11:5	100 m
	1	1.5	Appreciate the use of improvised state at home Proper use and storage of medicine at home	t home	-	1	/	11	STATE OF THE PARTY
	1							1 × 1	A PARA
tation	11		Setemple instructions on doors	g III x		- 1	/	117	The state of the s
tation	- 11	1	medicine for various ailment		+			11	EC S
						¥		113	10 A /
1-	100	1.6	Making water safe for drinking	d in	1	1.	1		MOBI /
N.	1	1.0	Making water safe for ut likely Mention ways in which water is contaminate	G	1	1			
		1 . 1			-	-	,		
and	- 1	-	the environment  Differentiate between clean water and safe w	Alci	1	1	/		
ind	. 4	1 1			-				
			for drinking  State importance of drinking safe water for		- 4	1.	/	1	
-				100	_	-			
	< 1		good health Making water safe for drinking by boiling		_		-		
					_				1 1
			Store boiled water properly  Appreciate the need for safe water for drink	ing			/		
		1	Appreciate the need for sale waster						
2		1.7	Tritakon gorden					-	
er.	-			arden				-	
	_	1	1. CC					/	
	- 1	4	State the importance of Kitchen Sales		n				1
78E .			home and school				-	1	
	-	1	Appreciate the importance of having known	en			1		
		3	garden at home and school			1	1	+	
C(2.8)	Ĭ		garden at nome 222	·			5.7		
Expectation	1	1		102	0	11	7		
APPEND TO THE PERSON NAMED IN	1	- 1		) 1		16			

TO TOX JUEZA DOTON ent and

12 | Grad

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-	1.8   Care of toilets/latrines and urinals	1	-		- 000		2 17/3	
-	Wiendon reasons for cleaning a tail of	S.			15 1 8		4).00-	- 7
			1	1	S III S C	2		
L	1 Man Marian						15	
	Explain the procedure of cleaning toilets/		1		1			
	Tautines dile limbale	1.	7		155	-		
	Appreciate the need for a class in		1	,				
	Appreciate the need for a clean toilet/latrine & urinals  2.0 PERSONAL HYGIENE		1	-	-	-		
	2.1 Bed making		+	+	-			
	Identify materials west		1		-	_		2
	Identify materials used as beddings at home		V			_		
			1					
-		1	1	-				
-	1 - die Hilloliance of making - 1		100					
12	appreciate the need of a well 1 1		-			19		
1-	a litrention of paracitee in one		1			DH I		
_	Common external paracites formal							
_	COMMINION PATERION POPPORT		1					
								-
			1					
	Mention the causes of external distribution the body		/		+-	-		
	Mention the causes of external and internal parasites in the body				+-	-		
					1	1		
	Mention the effects of parasite infestation to the body  State the importance of parasite infestation to the body		1	+-	-	-		
	State the importance of personal cleanliness in			+		_		
23	THE HILE HALL STOP OF TOWN OF	E	-					
	- croomer mygreere uniting had made	-		-	-			
	THE HUOH Causes of bed wetting	-	-				5	
	State the effects of bed wetting	-	/	-				a y
-	State hygienic practices to observe during bed wetting  Appreciate the importance of	-						
	THE THE PARTY OF T	-	/					
2.0		1				7		
3.0	FOODS AND NIFFRITION				1			
3.1	Lating habits and values				2			
	Name foods available in our		1					-
	Give reasons for not eating certain foods available in the community		1	- 0		1 0	9	100
				87		-		
	Appreciate reasons for not		ا س			1.		2
3.2	Food etiquette		/		-	+	- 17	
	Identify food table manners to observe when					-		
	taking meals				-			
	Practice good toble	1	1					
3	Practice good table manners when taking meals  Food groups	,	1		_			- 1
	- M- 01400	-	-		-		¥	
+	Mention reasons for eating food	1 0	,					
	protective foods	1	1					
	Appreciate the importance of eating food for			-				1
	and thee 1000 grouns in a most	V						14
4 ]	Food and fitness			1			i 8	
	Mention the risk of eating too much or too little food							

DIRECTOR QUALITY ASSURANCE AND STANDARD

Give fitness Appre of foo exercis 3.5 Safety

Identif State w Mentio raw foc Give re Apprec at home 4.0 SAFET 4.1 Commo Identify Name th Name w school Explain and nos Demons

5.0

5.1

CONST Packag

Name v locality 1dentify containe Appreci found o

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2023 14 | Grade 1

To	Give reasons why exercising is important in physical			2 - S		147		
11	itness facting the right amounts		Vo. 1			14		
1	of food at the right time and do s		1	H				
	avereise.				-	7 -		
			1		+	1		
+	Safety in food storage  Identify storage facility for food at house  Identify storage facility for food at home			_	+	-		
1	Identify storage facility for food at home  State where to store cooked and raw foods at home  Mention factors to observe when storing cooked and		,		v a	10 1		
	Mention factors to observe		1					
	raw food at home	_	1					
ı	Give reasons for proper storage of food at home Appreciate the importance of proper storage of food		1	10		+-		
	1 2			-	+	-		
1.0	TOTAL TANK		1	1-	-	$\dashv$		
• <u>.u</u> 4.1	Common accidents and Basic first aid  Common accidents in the school compound		1	1	-	-		e
1.1	Common accidents and Basic Hist and Identify common accidents in the school compound		1		_   _	-		
_	Name the causes of common accidents in school  Name the causes of common accidents in the	1,5	1					
7	Name ways of preventing common		1	+		-		
	school Explain the procedure of giving first aid for fainting	-	1				Q.F	
	and nose bleeding		1	-	- 1	-		
_	- street and for fainting une	+	- P.				-	
_	TOTAL BUILD WILLIAM CO.	+						
_	1 Packaged food  f packaged food sold in the	+	1	1				
5.	1 Packaged food Name various types of packaged food sold in the	-		1	-			
	locality locality information on packets or		1					0 "
	containers used for packaging the basic information		-					
1	found on food packets and containers							

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## TERMLY REPORTS

2 000	nber of strands cove		Closing		1	KE
Fr	om (1 <sup>st</sup> Strand)		Sub Stran	4 8		-
	1		Carlo Chan	d	100	
Strands/St	TO STRANG HOL COVER	to by the individua	al learner NA			1.0
	OVERALL	ACHIEVEMENT OF	F CORE COMPETENCIES	2.2	-	1.1
	Exceeding Expecta	tion Meets Expecta	tion Approaches Expectation		-	
Total Point	2)	2	11pprodenes Expectant	on Below Expectatio	n	-
Percentage		845/0				
Reason		1 39/10			1	11.
Facilitator'	s remarks based on	Core competonais	es, achievements, PCIs d			
values:		MI	s, acmevements, PCIs d	evelopment and	1	
					_	-
			Signatur Signatur	e		
TERM 2	41				- 1	-
	ate:				-	1.2
Total numb	er of stranda		Closing I	Date:	The same	1.2.1
From	n (1st Strong)		Closing I			
1101	TI (I Suand)			XII		
			Carlo Character			
PRINTS/SUD		of me monational	learner_NA		3	
	OVERALL AC	CHIEVEMENT OF	CORE COMPETENCIES		- Contract	
	Exceeding Expectation	Meets Expectation	n Approaches Expectation	1	, 11	1.3
otal Points		3	- Approaches Expectation	Below Expectation		1.3.1
ercentage		840%				
leason		101/2	1		11-	
acilitator'a	1 1 1					
acimatoi 5.		(4			11.1	- 1
alues	remarks based on: o	ore competencies,	, achievements, PCIs de	velopment and	-1	
alues:	remarks based on: o	ore competencies,	achievements, PCIs de		- The state of	
alues:	remarks based on: c	core competencies,		- p		]
	remarks based on: o	core competencies,	achievements, PCIs de Signature	- p	1	1.4
ERM 3		core competencies,		- p	1	1.4 I 4.1 I
ERM 3 Pening Date	e:		Signature -	#	1	1.4 I 4.1 I
ERM 3 pening Date otal number	e:of strands covered	5	Signature •  Closing Da	te:	1	1.4 I 4.1 I
ERM 3 pening Date tal number From	e: of strands covered (1 <sup>st</sup> Strand)	5	Signature •  Closing Da	te:	_   1	1.4 I 4.1 I
ERM 3 pening Data pening Data pening Data pening Data pening Data pening Data	e: of strands covered (1 <sup>st</sup> Strand) ast Strand)	5	Signature Closing Da Sub Strand	te:	_   1	1.4 II .4.1 II .4.1 II .4.2 Sa
ERM 3 pening Date pening Date pening Date To (La	e: of strands covered (1 <sup>st</sup> Strand) ast Strand)	5	Signature Closing Da Sub Strand	te:	_   1	1.4 I I C a A A A A De Ob
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ERM 3 pening Date ptal number From To (La ands/Sub-st	of strands covered (1st Strand) ast Strand) trand not covered by OVERALL ACH	the individual leader	Signature - Closing Da Sub Strand Sub Strand arner RE COMPETENCIES	te:	1.3	1.4 I I C a A A A A A A A A A A A A A A A A A A
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ERM 3 pening Data pening Data pening Data pening Data pening Data From to (La ands/Sub-st ands/Sub-st tal Points centage	of strands covered (1 <sup>st</sup> Strand) ast Strand) trand not covered by OVERALL ACH	the individual leasurement of co	Closing Da  Sub Strand Sub Strand Sub Strand Approaches Expectation  CHART	te:	1.3	1.4 I I C a A A A A 2 Sa De Ob in I App rec 5 A I In St Id
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ERM 3 pening Data pening Data pening Data pening Data pening Data From From From From From From From From	of strands covered (1st Strand) ast Strand) trand not covered by OVERALL ACH exceeding Expectation	the individual lease the temperature of the tempera	Closing Da  Sub Strand Sub Strand Sub Strand Approaches Expectation  COUNTY MINISTRACT Chievements, PCIsolese TEL: 318	Below Expectation  TOR.  Y ASSURANCE AND S  Y OF EDUCATION  IOPARAT CORDO  3581	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	1.4 I I C a A A A A 2.2 Sa De Ob in I App rec 5 An Id pr
ERM 3 pening Data pening Data pening Data pening Data pening Data From From Garands/Sub-si rands/Sub-si rands/Sub-si rands/Sub-si rands/Sub-si	of strands covered (1st Strand) ast Strand) trand not covered by OVERALL ACH exceeding Expectation	the individual lease the temperature of the tempera	Closing Da  Sub Strand Sub Strand Sub Strand Approaches Expectation  COUNTY MINISTRACT Chievements, PCIsolese TEL: 318	Below Expectation  TOR  All  ASSURANCE AND S  OF EDUCATION  REPRESE CONTROL  B581  16   G	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	1.4 I I C a A A A A 2.2 Sa De Ob in I App rec 5 An Id pr
ERM 3 pening Data pening Data pening Data pening Data pening Data From From CLa pends/Sub-si pening	of strands covered (1st Strand) ast Strand) trand not covered by OVERALL ACH exceeding Expectation	the individual lease the temperature of the tempera	Closing Da  Sub Strand Sub Strand Sub Strand Approaches Expectation  COUNTY MINISTRACT Chievements, PCIsolese TEL: 318	Below Expectation  TOR.  Y ASSURANCE AND S  Y OF EDUCATION  IOPARAT CONDO  3581	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	1.4 I I C a A A A A 2.2 Sa De Ob in I App rec 5 An Id pr

#### ENVIRONMENTAL ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations, APP-Approach Expectations, BE-Below Expectations

Market and the second		APP-Approach Expectations, BE-Delow Expectations					
	Ęw.	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
	1.0	ENVIRONMENT AND ITS RESOURCES			3+1	> 0	
	1.1	Weather		-	1		
		Exploring unfavourable weather conditions		11			
(2000) (600)		Describe unfavourable weather conditions	V	11			
ow Expectation		Observe the effects of unfavourable weather conditions for safety					
1	11.1	Develop curiosity in identifying effects a weather conditions					
ment and		Identify ways of keeping safe from unfavourable weather conditions		1			
		Keep safe from unfavourable weather conditions					
?		Demonstrate knowledge of keeping safe from unfavourable weather condition.		~			
	1.2	Water					The state of the s
	1.2.1			<b>—</b>		19	
Mir.	1.4.1	Identify ways of making water safe and clean for					
		use in the home		1			
		Make water clean and safe	-	1		1	OF FOO
		Construct a simple water filter for cleaning water		1		1/5	KI ONE
6675	1.35	at home				1/3	DE CONTRACTOR OF THE PARTY OF T
		Appreciate using clean and safe water to reduce health risks		/			
	1.3	Soil				114	AL S
ow Expectation	13.1	Exploring soil characteristics				1/1	-662
OW Exposition		Differentiate soils by texture from provided soil samples		/		13	ROBI
1	-	Differentiat soil by size of soil particles	-	11/			
Wasi I		Name three type of soil based on their		-	-		
5.66		characteristics					
pment and		Develop interest in characteristics of soil as an environmental resource		1			
389	1.4			-	-		l
Vot							
	1.4.1	Categorize plants in the immediate environment according to specified features		~			
	-	Appreciate the rich diversity in plants		-	<del>├</del> ─~		4
	143					= =	
	1,9,2	Safety when handling plants			- 3		ļ
1000		Describe safe ways of handling different plants		1			9
		Observe safety when handling different plants in the immediate environment	5	_		or T	
	14	Appreciate the need to handle plants responsibly to reduce health risks	ě		-		, ,
low Expectation	1.5				1		<u> </u>
1	1	Importance of animals			-		
	1.0.1	State different uses of animals to people		1		-	1
1	-	Identify different uses of animals to people	-	1	-	-	1
ASCIDENTIAL PROPERTY.	163	Identify different animals that provide food		1		- 28	
pment and	92TU	products . Appreciate the importance of animals to the people		1			, 100 E
							THE STATE OF THE S

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MINISTRY OF EDUCATION 17 | Grade 3

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12923

6	Energy: heat	0.086-0				430	CARING
6.1	Source of heat					3.0	Caring fo
	Identify source of heat in the environment	V	122	-6		3.1	TO SERVICE OF THE SECOND
	Match different sources of heat to their fuels in the	1			*1	3.1.1	the comm
	environment	V			- 1	1	Give way
1	Identify use of heat energy in the environment					1	Create and
	Use heat energy responsibly			1			The state of the s
62	Dangers of heat energy					-	plants pro
	Identify materials that can start fire in the house					22	Appreciat
	Identify dangers of heat energy at home	1				3.2	Caring for
1	Demonstrate an understanding of safe ways of					3.4.1	
	moving from the house in case of fire outbreak					-	Recogniz Care for a
0	SOCIAL ENVIRONMENT		1.0				
1	Harmonious living in the community					- 20	Apprecia
1.1	Sanitation in the community					3.3.0	
	Describe ways of keeping the market place clean	レ				1	State way
	Participate in keeping the market place clean to	1					Participa
-	promote social cohesion						Dispose
-	Appreciate a clean market place for good health.				8	221	other-and
2	Keeping safe in the community		110			3.3.1	
	Identify appropriate ways of responding to strangers	V		-			Recogniz
- /	in the community	1	1				waste
	Respond appropriately to strangers in the community	1					Use hand
	Respond appropriately to strangers in the source cafe to						messages
9	Take personal responsibility in keeping safe to		1		*1		Commun
2.1	limit risks.	-				1222	the com
2.4	Safe and dangerous place in the community  Identify safe place in the community					3.3.2	00
	Identify safe place in the community		1		2		Identify
	Identify dangerous places in the community	V	-				waste m
	Keep personal safety in the community	,	1				Involve
	Respond appropriately to security threats in the			4	290	1	Apprecia
~ /	community		1			7	in waste
	9 Safe travel		+		7	3.4	Caring i
13.1	1 Basic road safety signs	- 1	1 7			3.4.1	
, Y	Recognize basic road safety signs		1		C		State the
	Use basic road safety signs appropriately to enable safe travel				12	-	Plants tr
	Appreciate the use of basic road safety sign in		1	1		342	Improvin
	enabling safe travel.		+	-	-	J. P. L.	
2,4.	D Environmental and cultural events in the community			1	1		Identify n
	State how cultural evens promote environmental	· ·	7	1 7	f .		Apply ma
_	and social well being in the community		4	+-	4		Apply mu
	Participate in cultural events that promote	V		1 '	8	2.5	Develop:
	environment and social well being in the community		-	<del></del>	4	3.5	Caring for
6	Develop interest in environment and cultural events					3.3.1	Explorin
	to promote social well being in the community			-		-	Identify v
2.5	Enterprise projects			+		-	the comm
2.5	.1 Waste management for income generation project	<b>8</b> 1			_		
	at school		- :	4	1992		Apprecia domestic
	Identify ways of using waste responsibly to generate income						domesuc
	Determine suitable waste management activity to	~				1 77	
	generate income at school				PRECTOR	- OF A	ND STAND
	Participate in waste management activity in school	1		7	SIRECTOR QUALITY ASSURA	NUE	IN .
	to generate income.	3			QUALITY ASSURA	00100	, in the second
1	1 deline income construing	1/		7	RO. Box 30426 - TEL: 318581	002	
	Develop interest in undertaking income generating	1 1	1	1			

181			EX	MT	APP	BE	COMMENTS
		ON COMP				-0.10×	This See and the second
+	CAR	RING FOR THE ENVIRONMENT	1	Total Control		140	
						1000	
-	Con	amunicating plants protection message		,		AL _E	14:20
.1				1	H	- 8	137. 0 1. 1
+		Constant plants in the continuity	11 3			1	
+	Cre	ate and communicate persuasive		1		1200	
-				14	125	i i i i	10 ff 10
-	Ant	preciate plant protection in the community					
,	-	ing for animals	1			3 126	
2.1	-	· - for on male in this coo	-	1			
4.1	Da	cognize signs of distress in airmais	+-	1:/			
_	Ca	re for animals in distress	+-	1			
728	An	re for animals in distress  opereciate the need to relieve animals from distress.	+		1		
_			+	1			i i
3.0			+	-			
_			+	1			
	D	ispose waste responsibly to limit risks to self,		10			
			-	-			
_	_	the messages on managing waste		-	-		
3.	B	ecognize persuasive messages on how to manage	4	V			
			_	-			ON OF FOR
	- W	Jse hand, print and electronic media to create	-		-		19/10/
- 1	_	how to manage waste		_	7	- 1//.	500000
	l n	Communicate messages on managing waste in		. 1		115	The facility of
			4 1		-	- 11	JOSEP Z
		amondiane in Waste management	nt	-+-	1	- 11	
3.3	.2	Engaging parents or guardians in dentify ways of involving parents or guardians in		-		- 11	A EGAL
			-+		1		TOO WELL
L				-+	-	-	TOBI
_	+	Involve parents or guardians in water and guardians Appreciate the participation of parents or guardians	5	-		1	
	-	in waste management			-	-	
	-	in waste management			-	-	
3.	4	Caring for soil Planting trees to protect soil			_	-	
13.	4.1	State the importance of planting trees			/	-	
L							<del></del>
1		Plants trees for soil protection  Demonstrate willingness to plant trees to protect s	oil		/		
3		Demonstrate winnights					
12	12	Improving soil					
7	.4.2	Identify materials used to improve soil			1		
1		Apply manure on a seed bed			,		
+	- 1	Apply mulch on a seed bed	-		/		
1		Develop interest in caring for soil			/	_	
1		C - mater				-	
-	3.5					7.	
	5.5.1	Exploring ways of collecting rainwater in school and	d		レ		
$\dashv$		the community					
-		the community  Collect rainwater at school			1	-	-
-		Appreciate the need of collecting rain water for.		-	V.		5-
		domestic uses.		1			

18 | Grade

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WASKOBI

35.2	Caring for water reservation in the community		15	Section 19
	identify ways of protecting reservoirs in the community	1		
	Participate in protecting water reservoirs in the community		May 1	
	Appreciate the need to care for reservoirs		IX III	
3.6.0	Caring for energy	1	3 -6 -	
3.6.1	Energy conservation campaigns in the community	2 1 2	103	
	State ways of promoting energy conservation in the community			
	Participate in energy conservation campaigns in the community			-
	Appreciate the need to promote energy conservation in the community	-		

TERM 1

Opening D Total numb

Fron

To (I Strands/Sub

**Total Points** Percentage

Reason \_ Facilitator's values:\_\_\_\_

TERM 2

Opening Da Total numb

> Froi To ()

Strands/Sub

**Total Points** 

Percentage

Reason Facilitator': values: \_\_\_

TERM 3

Opening D Total numb

> Froi To

Strands/Sul

Total Point

Percentage
STReason\_ Facilitator' values: \_\_\_

DIRECTOR CUALITY ASSURANCE AND CUALITY ASSURANCE AND MINISTRY OF EDUCATION P.O. BOX 30426 - 00100 P.O. BOX 30426 - 20 | Gra

#### TERMLY REPORTS

Total II	r of strands covered		Sub Strand	13						
31			rner Sub Strand _							
Strands/Sub-	strand not covered by									
		[	RE COMPETENCIES		7					
- 17	Exceeding Expectation	The state of the s	Approaches Expectation	Below Expectation	1					
Total Points		85%			1 10					
Percentage		87 /9			1-100					
Reason										
Facilitator's remarks based on: core competencies, achievements, PCIs development and values:										
varues		API	Signature							
12 , 12	*		Signaturo	+						
CORD M 2	1 4 1 1 1 1									
TERM 2 Opening Date:Closing Date:										
Total numbe	r of strands covered	3		- B						
From	(1st Strand)		Sub Strand _	XII						
To (L	ast Strand)		Sub Strand _	N-1						
	strand not covered by									
Strands/Sub-										
			RE COMPETENCIES	D-1 Etotion	1					
Total Points	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	1					
	-				1 10					
Percentage					1-10					
	remarks based on: co		chievements, PCIs dev	V OF	FOR					
values:			Signature	11						
values:	<u> </u>		Signature	THE SECTION OF THE PROPERTY OF	915					
TERM 3			Signature							
TERM 3	te:									
TERM 3 Opening Da	te:		Closing Da							
TERM 3 Opening Da Total numbe From	or of strands covered (1st Strand)	*	Closing Da	te:	NA PARTIES AND PAR					
TERM 3 Opening Da Total numbe From	or of strands covered (1st Strand)	*	Closing Da	te:	BI					
TERM 3 Opening Dar Total numbe From To (I	er of strands covered (1st Strand) Last Strand)	*	Closing Da	te: * RO	BI					
TERM 3 Opening Dar Total numbe From To (I	or of strands covered  (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by	y the individual lea	Closing Da	te: * RO	BI					
TERM 3 Opening Dar Total numbe From To (I	or of strands covered  (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by	y the individual lea	Closing Da Sub Strand _ Sub Strand _ mer	te: * RO	BI					
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TERM 3 Opening Dar Total numbe From To (I Strands/Sub-	er of strands covered  (1st Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation	y the individual leasurement of CO  Meets Expectation	Closing DaSub StrandSub Strand _ rner  RE COMPETENCIES	te:	1-10					
TERM 3 Opening Dar Total numbe From To (I Strands/Sub-	or of strands covered  a (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation	y the individual lea	Closing DaSub StrandSub Strand _ rner  RE COMPETENCIES  Approaches Expectation	te:	].					
TERM 3 Opening Dar Total numbe From To (I Strands/Sub-  Total Points Percentage  Reason	er of strands covered  a (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation	y the individual lease the ind	Closing DaSub Strand Sub Strand rner  RE COMPETENCIES  Approaches Expectation	te:	].					
TERM 3 Opening Dar Total numbe From To (I Strands/Sub-  Total Points Percentage  Reason Facilitator's	r of strands covered  a (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation  remarks based on: co	y the individual lease the second of the individual lease the second of	Closing DaSub Strand Sub Strand mer  RE COMPETENCIES  Approaches Expectation	Below Expectation	1-10					
TERM 3 Opening Dar Total numbe From To (I Strands/Sub-  Total Points Percentage  Reason Facilitator's	r of strands covered  a (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation  remarks based on: co	the individual lease the second of the secon	Closing DaSub Strand Sub Strand rner  RE COMPETENCIES  Approaches Expectation  chievements, PCIs dev	Below Expectation	1-10					
TERM 3 Opening Dar Total numbe From To (I Strands/Sub-  Total Points Percentage  Reason Facilitator's	er of strands covered  a (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation	y the individual lease the second of the individual lease the second of	Closing DaSub StrandSub Strand Sub Strand rner  RE COMPETENCIES  Approaches Expectation  chievements, PCIs dev	Below Expectation	1-10					
TERM 3 Opening Dar Total numbe From To (I Strands/Sub-  Total Points Percentage  Reason Facilitator's	r of strands covered  a (1 <sup>st</sup> Strand)  Last Strand)  strand not covered by  OVERALL ACE  Exceeding Expectation  remarks based on: co	the individual lease the second of the secon	Closing Da  Sub Strand Sub Strand There  RE COMPETENCIES  Approaches Expectation  Chievements, PCIs developments, PCIs developm	Below Expectation  velopment and ECTOR ITYA WANCE AN  DEDUCATION DESCRIPTION 0x 30426 - 00100 18581 21 (0)	1-10 D STAN					

#### PHYSICAL ACTIVITIES ASSESSMENT:

**KEY**: Performance level: **EX**-Exceeding Expectations, **MT**-Meets Expectations, **APP**-Approach Expectations, **BE**-Below Expectations

	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENT
1.0	BASIC MOTOR SKILLS		-			7.1
	Locometer Skills				110.90	
	Skipping		×			
21212	Name parts of the body that are in use during skipping		7.1			
	Appreciate the importance of observing health habits for our well being		e			
U -	Perform skipping in different ways and levels		1			
1.1.2	Galloping		1			
	Performing galloping in different ways such as directions, pathways, levels and different tempo such as slowly, moderate and fast		~			
	State the importance of practicing health habits for our well being		2			
	Establish relationship through galloping for critical thinking and problem solving		1			
57	Observe rules while galloping					
1.1.3	Dodging					
	Name body parts that are in use during dodging for body awareness		1			
	Perform dodging in different ways: direction, pathways and levels		1			
	Establish relationship while dodging		1			A
	Appreciate dodging for strength, co-ordinate, balance and self esteem		1			
	Obey rules when playing games for own and other safety.					= =11
1.1.4	Sliding					
	Explore sliding in different ways for body awareness		1			
	Perform sliding in different ways		1			
-	Establish relationship through sliding	A.K.			1-4-	
EJH	Appreciate sliding for strength, co-ordinate, balance and self-esteem		1			
	Observe rules					
1.2	Non-locomotor Skills	7	1			
	Twisting		1	-		*
	Perform twisting in different ways	-	1		-	
	Establish relationship through twisting for critical thinking and problem solving		1			
-	Appreciate twisting for strength, co-ordination, balance and self-esteem	5	V			
SPENSA.	Obey rules when playing games				- 4	

SCHOOL AFFAIRS

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22 | Grade

Perform stri Establish rel thinking and Appreciate s Observe rule 1.3.2 Punting Identify part Perform pun Establish rel Appreciate a 133 Dribbling Name body Perform dril endurance as Establish rei Appreciate a while playin 2.0 SWIMMIN 2.1 Water Safe 2.1.1 H.E.L.P (H Name a floa self-esteem Explain the Perform H.F. Appreciate 1 Obey swimr Basic Swim 2.2.1 Arm Action Demonstrate in water for Perform the Observe rule Establish rela 2.2.2 Kicking (Leg Perform kick Appreciate II Make relatio Observe rule 2.2.3 Starfish Floa Name some Perform star Appreciate f for survival 3.0 **GYMNAS**T 3.1 Static Balan 3.1.1 V-balances Name body I 3.2 Dynamic Ba 3.2.1 Beam Balan Perform bear co-ordination

Manipulati

1.3.1 Striking

3			VS			1			
	1.3	Manipulative Skills	N.		No.	2			
1	1.3.1	Striking			5				
-		Perform striking in different ways			0				
	-	Establish relationship through striking for critical			-	351.5			
1		thinking and problem solving							
OMMENT	in the same	Appreciate striking and develop positive attirade	*-   \			V 3 7			
-	46.4400	Observe rules while playing game							
	132	Punting				"= E			
		Identify parts of the body that are used for punting					100		
		Perform punting in different ways		A			- 2		
		Establish relationship							
1		Appreciate and develop attitude while playing	T						
1	1.3.3	Dribbling			1				
		Name body parts that are in use during dribbling			_				
1		Perform dribbling in different ways for co-ordination,							
1		endurance and balance							
		Establish relationship				-			
	-	Appreciate and develop attitude and willingness							
1		while playing	31						
1	2.0	SWIMMING		-					
	2.1	Water Safety							2
	2.1.1	H.E.L.P (Heat Escape Lessening Position)	_	-	7			. X	
		Name a floating technique that they know for self-esteem			/				
1	-	Explain the meaning of H. E.L. P					(*)		
		Perform H.E.L.P for survival			./				
- 1									
1	1	Appreciate H.E.L.P for rescue							
1	-	Obey swimming rules for own and others safety		12					14.4
1	2.2	Basic Swimming Skills							
	2.2.1	Arm Action In Water Front Crawl							
1		Demonstrate different actions that the arm can make		/					
	-	in water for body awareness		-					
1	-	Perform the body action in front crawl in swimming		1			-	-	
1	-	Observe rules while swimming					OF OF	FOO.	
		Establish relationship in water				- 4	SIM	16/	1
11.3	2.2.2	Kicking (Leg Action In Water) In Front Crawl				1//3	S OFFI	A	11
- 4		Perform kicking leg action in front crawl in swimming				- //	900 16		51
1		Appreciate the game				1		TOP !	5
		Make relationship through playing the game	8	/		11/4	ACL	1 3 G	5//
		Observe rules				11	4-EGS	8	//
	2.2.3	Starfish Float				1	3/0	- 4/	7
		Name some animals that live in water		1			TOB		
		Perform starfish float in water for survival							
1		Appreciate floating in water using the starfish float		1		n i	*		
	_	for survival	L. 1						
1	3.0	GYMNASTICS	34.5						
	3.1	Static Balance						Ti.	
1	3.1.1	V-balances	1 2	-/				12	
1		Name body part in use during V-balance							
- 2	3.2	Dynamic Balance					*		
	3.2.1	Beam Balance	24						
Quality (19) THE	-511-	Perform beam balance for strength, balance and		/					1
MAGION		co-ordination		32					
I	1437	A 40.5		-			1 1 7		-
1	ODE D	Best States	0	DH	RECT	,X		1/2	*
	Stor	Many At Mis					ELERNO SI	ANDARDS	>
						₩ EDU			
1		A Comment of the comm	e e			426 - 00	)100		
22   Grade		- Meannail		TEL:	31758	1	23	Grade 3	3
LL   Grade		44		1	NUBE	5 25			
		Hami	Λ	W	0		· ·		
1	CASH STAN	and the second	10	192	3				1
		1/0/1	FID	10					
1		100	1	-		- 1		12	
	11/4						4		- 6
CONTRACTOR OF STREET	CONTRACTOR STATE		OF STREET, SQUARE, SALES	700	To promi the party of the	of the same of the last	2720		

	Appreciate the beam balance performance		- 1 201 41	1111111	
1	Make relationships through performance of beam balance	2 31			
	Obey rules while performing the beam balance	A - 4	مده		
3.3	Static Balance	- 2		1 -91	
3.3.1	Crab Stand Balance				
- 1	Perform the crab stand balance for strength and co-ordination		~		
	Appreciate performing the crab stand balance	45.	i v		
	Make relationship through playing the game				
	Observe rules while playing the game		1		
3.4	Dynamic Balance				
3.4.1	Backward Roll				
	Name body parts in use during crab walk				
	Perform crabwalk				
	Appreciate crab walk strength, coordination and excellence			· ·	
	Obey rules during crab walk.				- 19



DIRECTOR AND STAND

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TERM 1
Opening D
Total num!
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To ( Strands/Sul

Total Point Percentage

Reason \_\_ Facilitator' values:\_\_\_

TERM 2
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TERM 3
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Reason \_\_ Facilitator values: \_\_

### TERMLY REPORTS

	r of strands covered _				
From	(1 <sup>st</sup> Strand)	med to the	Sub Strand	5	= 357
To (La	ast Strand)		Sub Strand _		للجيا
Strands/Sub-	strand not covered by	the individual lea	rner P/A	ager Zaza	1
No.	OVERALL ACE	HEVEMENT OF CO	RE COMPETENCIES	140	-
-1.0	Exceeding Expectation		Approaches Expectation		
Total Points		3	18 1 2 to 1913		
Percentage		83	The second		1-100
Reason			N1 22		
		e competencies, a	chievements, PCIs dev	elopment and	
values:		- 4.1			
		All	Signature	79	
TERM 2	to the second				
Opening Dat	te:		Closing Da	ite:	
Total number	r of strands covered				100
From	(1 <sup>st</sup> Strand)	2 1 12	Sub Strand _	22	
			Sub Strand _		
Strands/Sub-	strand not covered by	the individual lea	rner_#		
			RE COMPETENCIES		
	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation	
Total Points		3			
Domonatama					t
	remarks based on: co		achievements, PCIs de	velopment and	1-100
ReasonFacilitator's		re competencies, a	3/		1-100
ReasonFacilitator's	remarks based on: co	re competencies, a	achievements, PCIs der		1-100
Reason Facilitator's values:	remarks based on: co	re competencies, a	3/		1-100
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ReasonFacilitator's values:  TERM 3 Opening Da Total numbe	te:	re competencies, a	Signature  Closing Da	# STRY OF	1-100
ReasonFacilitator's values:  TERM 3 Opening Dar Total numbe From	te: r of strands covered	re competencies, a	Signature  Closing Da	# STRY OF	FOR.
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Reason Facilitator's values:  TERM 3 Opening Da Total numbe From To (I Strands/Sub  Total Points Percentage Reason	te: te: r of strands covered a (1 <sup>st</sup> Strand) Last Strand) strand not covered by OVERALL ACE Exceeding Expectation	the individual lease the second secon	Signature  Closing Da  Sub Strand Sub Strand arner  N/X  RE COMPETENCIES	Below Expectation	FOR
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Reason Facilitator's values:  TERM 3 Opening Dar Total numbe From To (I Strands/Sub  Total Points Percentage  Reason Facilitator's	te: te: r of strands covered a (1 <sup>st</sup> Strand) Last Strand) strand not covered by OVERALL ACE Exceeding Expectation	the individual lease the venture of CO  Meets Expectation  3 83%  The competencies, and the competencies are competencies.	Closing Da  Closing Da  Sub Strand Sub Strand Sub Strand  Sub Strand  Approaches Expectation  Approaches Expectation  Signature	Below Expectation	1-100
Reason Facilitator's values:  TERM 3 Opening Dar Total numbe From To (I Strands/Sub  Total Points Percentage  Reason Facilitator's	te: te: r of strands covered a (1 <sup>st</sup> Strand) Last Strand) strand not covered by OVERALL ACE Exceeding Expectation	the individual lease the second secon	Signature  Closing Da  Sub Strand Sub Strand Sub Strand  Approaches Expectation  Approaches Expectation  Signature  OUNISIES OF EDUCATION	Below Expectation	1-100 FOR
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MUSIC ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations,

	PP-Approach Expectations, BE-Below Expectations				1			in a va
	Tick appropriately in the box under each to rate learners ability	EX	МТ	APP	BE	COMMENTS	2 11	Use bo respon
+	PERFORMING					- 7		Apply
t	Songs		44					mover
t	Identify and name different types of songs performed			. 1				Obser
1	for different purposes in the community for awareness			1			X	perfo
+	Sing a variety of age appropriate songs in unison			/		- X		Traction
	paying attention to accuracy in pitch and thythm for				1			Perfor
	enjoyment and self expression			19				cultur
+	Sing all verses of the Kenya National Anthem in			1		11		Appre
	English and /or Kiswahili with proper etiquette for				-			dance
	patriotism cohesion and peaceful coexistence					1 1		Hise d
+	Sing 3- part rounds keeping to the respective parts for			1		}		lance
1	enjoyment						2.0	CRE
t	Execute the elements of music to the singing for		- 3	1			2.1	Rhytl
1	effective communication				1			Impro
1	Use vocal techniques in singing a variety of songs		1					30ngs
	for effective communication		1					for en
+	Express ideas, feelings and emotions through	2	1		1	1 8	-	Creat
	singing for self-expression							percu
+	Express ideas, feelings and emotions through		~				5	creat
1	singing for self-expression		1		4	V.)	-	Use di
+	Appreciate the importance of singing songs from		1					accom
	devices cultures and time		1				13.3	Melos
+	Record own and others performance using electronic						2.2	
	devices for appreciation and digital literacy.		1				3	Identi
1	Singing games							unes
2	Perform various singing games drawn from local and		1				4	Create
			2000	-1				prepa
-	other cultures for enjoyment	1	<del>  ,</del>					Apply
	Performs singing games with coordinated body movements for aesthetic effect.		N					famil
-	Perform singing games while observing own and		1				100	Use n
	others safety		1				-	comm
-	Practice games etiquette for integrity		1	100	5		2	Creat
	Share available resources during the performance of	1	1.			100	1	pitch
	singing games for equity		1/		200		1	Use d
	Appreciate and enjoy performing singing games from			,			1	and p
	diverse cultures		1/			_	- 3.0	LIST
•	Musical Instruments	1					3.1	
3_	Identify and name different string instruments used in	1	1				3.1	Expr
ų.	music making		1	1				perfo
_	identify string instruments visually and aurally in		1					Disti
	preparation for improvisation		//	-			1	aural
	Demonstrate the skills of playing string instruments		Л				-	Relat
	to improve performance.		1				30	
_	Use iceally available materials to make improvised creativit	v		- N			3	exper
		2	-		_		1	Imita
	Use improvised string instruments to accompany		1				-	pitch
	uong for enjoyment				1		1	Use a
	Use improvised percussion, wind and string	-	/	7			-	discu
	instruments in an ensemble for enjoyment	-	1	3			1	Relat
	Use digital devices to record and play virtual string	-	0					in the
	instruments for enjoyment and digital literacy	1		10	7	-02 -	CAND	TAIL
	TO TO THE STANDARD OF THE STAN		Dur			DIRECTOR QUALITY ASSURANCE QUALITY ASSURANCE P.O. BOX 30470 rad P.O. BOX 318581 TEC: 318581	ATION 1100 e	
	* M	1	10	10	0			
		1				M. OF STREET,	A	TO SEE
		No.	A STATE OF THE PARTY OF THE PAR	3.25 M. House	IN COLUMN TO SERVICE	THE RESERVE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.		

1.4

Dance

Use body

	1.4	Dance	E S BOOT	et i illiği			E STANK
	77916	Use body movements that are part of daily experience		1			
		in a variety of ways in dance for enjoyment					·
OMMENTS		Use body zones and body parts appropriately in response to music		1			
4	1445	Apply locomotors and non-locomotors/axial		1	3.00		
		movements imaginatively to create own dance					
	100	Observe basic elements of dance in a dance		1		-	
		performance for effective execution of dance					1
		Practice etiquette during dance performance for integrity					
	- 1	Perform appropriate simple dances fob diverse			30		0 12
		cultures for appreciation and enjoyment	L. st	/			
		Appreciate and enjoy performing different cultural		11			
	1	dances for cultural preservation		/			
		Use digital devices to learn and record various		1.0			
		dances for digital literacy and enjoyment					
2	2.0	CREATING/COMPOSING MUSIC					
	2.1	Rhythm					
Ř i	20.1	Improvise rhythmic accompaniment to familiar		- 1			
		songs using body percussion and other instruments	2,				
		for enjoyment			+		
	-	Create own simple rhythmic patterns using body		1			
		percussion and other improvised percussions for		/			
	-	creativity and imagination	-		-:-		
		Use digital devices for creating rhythmic		1			
	100	accompaniment to familiar songs for enjoyment					
ij	2.2	Melody		,			
à		Identify melodic variations in familiar simple		-/			
(E)		tunes demonstrating an awareness of pitch and rhythm	_			i	
	-	Create melodic variations to familiar tunes in		1			
3		preparation for composition					
	-	Apply variations of tempo and dynamics of		1			70'
	11	familiar songs for enjoyment					
	l –	Use new words to a familiar tune for effective					
		communication		1			OF FOR
÷		Create own melodic patterns from differently	1	1		1 ×	TARY OF TORE
2		pitched objects to enhance creativity	ļ		ļ.	-	15 00
進		Use digital devices in creating and eong own		1 /			REPERTY EN
3	1	created melodic patterns for digital literacy and presentation to others for discussions.		1./			EN STR
	2.0	LISTENING AND RESTONEING	+	- [	+	-	TX TOTAL
	-		+	-	1	1	LEGA
	3.1	Express initial personal reactions to musical	_	1			TAL X
		performances for self-expression.		/			MAOBI
	i—	Distinguish and categorize sounds heard for	1	17	-	# :	The state of the s
		aural discrimination					
	-	Relate selected music to personal	1	17			
	H	experience/story/event for emotional expression		/			
9		Imitate short melodies with literacy in	1	11/			4 4 6 7
E. 3		pitch and rhythm for aural development		1/	·		
	1500	Use appropriate terminology in explaining/	1	1/			
		discussing music listened to effective communication					
Q .	1/10	Relate specific music to appropriate events		1			
	N Halloui		-1 -		1	1	rain
	1	in the community	1	HETO	1		

26 | Grade

MINISTRY OF EDUCATION
P.O. BOX 30426 - 00100
TEL: 318581
MAIROBI

## TERMLY REPORTS

Total number	r of strands covered	Telephone Committee	Figure 1 Telegraph Comp. A se	per harry		KEY:	Perf API
From	(1st Strand)		Sub Strand _	2			ari
			Sub Strand _				7
Strands/Sub-	strand not covered by	the individual lea	rner NA				e
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			Approaches Expectation	Below Expectation	7. 1	1.1	Sel
Total Points	5 7	3	, representes dapocation	Delow Expectation	1		Ap
Percentage					1 100	-	Re
		85%			1-100		bo
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values:	remarks based on: coi	re competencies, a	chievements, PCIs dev	elopment and	- 4		M
values	M			<b>a</b> k		1.2	M
		-	Signature	14		-	Re Na
	4,				1		ex
TERM 2	74 T		A		- 4		Dı
	te:		Closing Da	te:			Wi
Total numbe	r of strands covered	3	Sub Strand 4		1	1.3	A
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To (L	ast Strand)		Sub Strand _				D
Strands/Sub-	strand not covered by	the individual lea	mer NA		- 1		de
		y)			- 3		St
			RE COMPETENCIES		1 1	-	to
C-4-1 D : 4	Exceeding Expectation	Meets Expectation	Approaches Expectation	Below Expectation			Ez ha
otal Points		3			7.5	-	
		A 4				1	100
Percentage		85%	2		1-100		pr
	8		3		1-100	2.0	pr Ti
Reason		4	chievements PCIs dev	velopment and	1-100	2.0	pr T
Reason Facilitator's	remarks based on: co	re competencies, a	achievements, PCIs dev	velopment and	1-100		T. D.
Reason Facilitator's		re competencies, a	chievements, PCIs dev				pr Ti Ti Di al
Reason Facilitator's	remarks based on: co	re competencies, a					pr Ti Ti Di all Ex
Reason Facilitator's values:	remarks based on: co	re competencies, a	chievements, PCIs dev				Di all Ex
Reason Facilitator's values:	remarks based on: co	re competencies, a	achievements, PCIs dev				pr TI Di al Ex fit
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Reason Facilitator's values:  FERM 3 Opening Da Total numbe From To (I Strands/Sub-  fotal Points Percentage Reason Facilitator's values:	te: r of strands covered (1st Strand) Last Strand) strand not covered by OVERALL ACH Exceeding Expectation	the individual lease the second of the individual lease the second of th	Signature  Signature  Closing Da  Sub Strand  Sub Strand  The Competencies  Approaches Expectation  Approaches Expectation	Below Expectation  relopment and OR QUALITY ASSU	1-100°	2.1 2.2 2.2.2 2.2.3	TT TO a life for the second se
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Reason Facilitator's values:  TERM 3 Opening Da Total numbe From To (I Strands/Sub-  Total Points Percentage  Reason Facilitator's values:	te: r of strands covered (1st Strand) asi Strand) strand not covered by OVERALL ACH Exceeding Expectation	the individual lease the second of the individual lease the second of th	Signature  Signature  Closing Da  Sub Strand  Sub Strand  The Competencies  Approaches Expectation  Approaches Expectation	Below Expectation  relopment and OR QUALITY ASSU MINISTRY OF RO, Box 3042	1-100 BRANCE AL EDUCATIO 6 - 00100	2.1 2.2 2.2.2 2.2.3	Na N De fai
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#### C.R.E ACTIVITIES ASSESSMENT:

KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations, APP-Approach Expectations, BE-Below Expectations

	Tick appropriately in the box under each to rate learners ability	EX	МТ	APP	BE	COMMENTS
1.0	CREATION					
1.1	Self Awareness	Par me				
	Appreciate himself/herself as created in the image	1				
	and likeness of God for His glory		1			
3	Recognize God as the Creator of every part of his/her		-			
	body to glorify Him					
	Control thoughts and feelings in daily life					
-	Make choices that are acceptable to God in their lives		~			
1.2	My Family	- 1-	1	4		
	Recognize the head of the family and respect them		1			14
	Name family members in the nuclear and	1			777	
- 1	extended family for identification		1			
-	Draw the family tree to understand relationships	-				
- 1	within the family	1				- 140,000
1.3	Adam And Eve				- I	
Low	Acknowledge God as the Creator of Adam and Eve	_		1		
	as our first parents on earth		2			
$\neg$	Describe how Adam and Eve disobeyed God and				-	
1		-				
-+	desire to obey God in their daily lives	-		-		Y
1	State the results of disobeying God's command		1	1 4		
	to avoid sin		-		_	200
- 1	Explain the importance of obeying parents to live a					
	harmonious family life					
	Explain the importance of obeying teachers to	1				N
	promote good relationships at school	1	10	-	_	OV OI
2.0	THE HOLY BIBLE					STRIUM
2.1	The Bible as the word of God			-		180 E
- 1	Differentiate the Bible from other books as	1 -	1			11 200
	a holy book used by Christians		-			I X RYCH
1	Explain how the writing of the Bible was different	1				経験が、「二
	from other books and respect it			1.5		112 800
	Name the four Gospel books in the New Testament			, 1		17/ A/
	of Jesus Christ	1	1	- 5		PORI
	Appreciate the Bible as a guide in their daily lives	1	1			
2.2	The Bible Story		<del>    -   -   -   -   -   -   -   -  </del>		-	
۵.۲	Narrate what happened in the story of Moses and the	1			<b></b>	
	burning bush and relate it with the holy places of	1.		1		W. 5
	worship	12.5	15		-	
-	Discuss how Moses, expressed obedience and		-			
22	apply it in their daily lives	1	_		-	
2.2	The big fish swallows Jonah		1 / 1	-		A
20	Narrate the story of Jonah and be obedient to God	-		- "		
23	Naaman is Healed	-				
	Describe the healing of Naaman and desire to have		1	,		
1	faith in God-	1		1		
2	Appreciate God as the healer of all diseases	-	1			

MUNISTRY OF EDUCATION

FEL: 318881

29 | Grade 3

28 | Grade 3

1-1009

Expectation

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	The three Hebrew men are rescued from fire						4.3	
	Narrate the story of the three Hebrew men to	8 8	1		1 3			De
	strengthen their relationship with God	T I	-					rela
	Trust God to cope with daily challenges	Y.						De
2.5	Elisha and the Boys		1	V.,0		A	4,4	Tru
	Explain the story of Elisha and the boys and relate it		1				3,4	Ide
	to their day to day life	Ž.					-	Mei
	Apply the story in their daily lives by respecting the	7		47				
	elderly at home, church, school and the community	Art .	V	- 1			-	app Dis
	THE EARLY LIFE OF JESUS CHRIST	List.	100	- 1	. F 18		Ì	
	Wise men guided by the Star					100 400 -	-	hari
7.1	Identify the star that guided the wise men and desire	0					4.5	Rus
-	to be by God in their daily lives	-	1				-	Dis
	Describes how the wise men were guided by the star		1./					ivea
	Home town of Jesus Christ	4	1				d l	Dev
3.2	Name the home town of Jesus Christ and their own							y he
							5.0	TI
_	towns to promote a sense of belonging		-				-5.1	Pra
3	The good Samaritan	-	1			*	1	Rec
	Narrate the story of the good Samaritan and relate it	1 .	W			7.5	8 2	- Sho
	to their daily lives	-	1				-	diff
1	Appreciate the acts of the good Samaritan by being	-	//				5.2	The
	kind to people in need							Dis
3.4	The little boy with five loaves and two fish						3	Per
	Explain the miracles of the five loaves and two fish		1		0.1			Ide
- 1	and practice kindness to others							Ch
	State the number of baskets that remained after	1					-	Ap
- 1	feeding the people and relate it to keeping the						1	har
	environment clean			-			-	De
-i	Appreciate the miracle of the five loaves and two						1	1
	fish by sharing with others						1	dec
3.5	Jesus Christ walks on water	5.						
	Describe the miracle of Jesus Christ walking on					181		
1	water and have faith in God	1						
-	Appreciate Jesus' power in their lives to overcome	1	1				1	
	daily challenges	1		- 1			1	
26	Raising of Jairus' Daughter		-		- 3		7	
3.6	Analysis the mirrele of mining feiring doughter	-	+ ,		-		1	
	Analyze the miracle of raising Jairus' daughter		~					
	and have faith in God	-	+1					
	Appreciate the power of Jesus Christ over death	-	10	-				
3.7	Easter		1					
	Mention the importance of Easter in the life of		1,1	- 2				
	Christians				-	1.0		91
	Identify the resurrection of Jesus Christ by taking		1					
	part in Easter celebrations		1		71			
4.0	CHRISTIAN VALUES		-		250		*	
4.1	Honesty						1 .	
	Narrate the story of Ananias and Sapphira and		1				3	
	desire to be honest in their lives		1				1	
	Explain the importance of respecting other peoples		1				×	ARDS
	items for harmonious living		1				STAND	
40		+	_	1		OR RANCE AND		
	Describe ways of thanking God for creating them		1	-	1	PRANCATION	100	
4.2	I Describe ways or manking don for creating them		10	1	C.C.	55 EDUC 100	3	
4.2	Though Cod for their family friends and touchers and			1 ~	100		- 3	
4.2	Thank God for their family, friends and teachers and appreciate them all the time	V	1	D'	WALTER	OF EDUCATION 30426 - 001.00	1	

COLLIGN AFFAIRS

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	4.3	Forgiveness	1 1 1				
	1	Describe the story of the unforgiving servant and relate it to their interaction with others	1				
		Desire to forgive others in their day to day lives	V				
	4.4	Trust					
		Identify people they can trust for their cown safety	V				1.6
		Ment on the people to report to in case of danger for appropriate action to be taken					- 6
		Discuss the effects of talking about others for harmonious living	~				
	45	Responsibility					
		Discuss the importance of personal hygiene for healthy living					
		Develop responsibility by not expecting a reward when they do chores at home					
	5.0	THE CHURCH					
SKELL	5.1	Prayer					
		Recite the Lord's prayer and apply in their daily lives					
		Show respect to God during prayer by adopting different postures of prayer				-	1
60.00	5.2	The Holy Spirit			e .		- 0
		Discuss the coming of the Holy Spirit on the day of Pentecost and relate it to their lives	~	- Jaev			
		Identify the work of the Holy Spirit in the life of a Christian	/		ə ,		
		Appreciate the fruit of the Holy Spirit by living harmoniously with others	1	- (4			
		Desire to be led by the Holy Spirit as they make decisions in life		á			

DIRECTOR
QUALITY ASSURANCE AND STANDARDS
MINISTRY OF EDUCATION
BO. BOX 30426 - 00100
TEL: 318581
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14/2023

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#### LITERACY ACTIVITIES ASSESSMENT:

'KEY: Performance level: EX-Exceeding Expectations, MT-Meets Expectations, APP-Approach Expectations, BE-Below Expectations

		400	Tick appropriately in the box under each to rate learners ability	EX	MT	APP	BE	COMMENTS
		1.0	LISTENING & SPEAKING			(TC, 15)		
		1.1	Imitation					
cpectation		1.1	Creatively use appropriate language with different		~			
*			people  Listen and responds appropriately					
	1-100%	38	Control thoughts and feelings in daily life		·/			
151995 15199	1-100%	1.2	Story telling		~			
STATE OF		1.4	Use digital knowledge to create stories	ļ				
and	. 1		Acquire an accurately use appropriate words and					
CINE .		5	phrases from stories				4	
	- 1		Develop an interest in telling stories for pleasure		~			
33/4		7.1	Demonstrate techniques of effective story telling			- 2		
SCOTON TO	110	1.3	Effective communication (Sharing experience)			121	- 1	. 0 26
		1.0	Use compound and complex sentences to link thoughts		~	T		
		100	Listen and use talk to organize and clarify thoughts and ideas	. 4. %	~			
228			Communicate needs and feelings in a variety of ways			-		
			Demonstrate willingness to interact with others			-		W
			Appreciate the importance of sharing one another's			<del> </del>		
			feeling		/		1 -	
		1.4	Talk about					
pectation			Identify messages conveyed in a thematic story and engage in oral discussions		1			The Table
		10	Use appropriate expressions to describe people,			1 5		
SEEDING.	1 1000	1	situations and events		_/			
JEAN, N	1-100%		Develop an interest to read stories and texts.			W <sup>2</sup>	55	7 % 10
		1.5	Presentation skills	24			-1 -4.	
and		14.30	Ask critical questions on the decision made in their		1			202
		2	environment	100	1	- 4	-	
		48	Presents ideas to engage in decision making in their	- 2	2		2	0 0
			environment	+	1/			4
211/2		1,	Subsequently position their views using appropriate				N III	05 5
			words Example: firstly, secondly and lastly.		1	lia:	1	OF FORE
		2.0				10	1/8	A C
		2.1					1/3	975
1903		2 8	Identify the main idea in a passage		~	-,=	1	是是是
314		3.	Silently read a given passage		/		11x	- SERVE
V. 200		Tray!	Develop an interest in reading for pleasure		~	e 19	11.	LANGE
1959			Effectively answer questions from independent reading	10	1		11/1	O. VAL X
	1		Use learnt vocabulary from own reading		1		13	POBL
Park		2.2	Reading comprehension		V			
pectation		/	Read with accuracy, fluency and understanding	19/2				24 2
EUR-	- NYS	25,05	Locate information in a text	0.0	1			P 12
70.0	1-100%		Develop an interest in reading widely on varied subject.	1.54	/			

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4 2023

3.0	WRITING	. 15	2.24	15		0.0
3.1	Sentence formation		History.			
	Write a variety of compound and complex sentence structures.		1			TERM 1
A)	Make and organize notes and paragraphs appropriately	753	0	T		Opening Date:
	Use writing to generate and organize ideas	V	1		- 1 to 10 to	Total number (
3.2	Spelling instruction				FB 19-57-3	From (
	Correct misspelled words		1			. To (Las
	Spell words correctly in writing		11		44	4
3.3	Handwriting	F)+			11-11-11	Strands/Sub-str
	Use capital letters correctly	t- u ,	W 14. 2		3 - 3 - 3 - 5 - 5 - 5 - 5 - 5 - 5 - 5 -	
	Use appropriate spacing between words				, 2 - J	T E
	Use of legible and neat handwriting		1		Mark State See	1
3.4	Creative writing	- w	1			Total Points
	Creatively compose simple texts in written and					Percentage
	Digital formats.	L	10			Reason
d l	Use connecting words appropriately and effectively in Writing					Facilitator's rea
	Develop an interest in writing	1				values:

TERM 2 Opening Date Total number : From ( To (Las Strands/Sub-st

Total Points Percentage Reason

Facilitator's re values: \_

TERM 3

Opening Date Total number From ( To (La

Strands/Sub-st

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To: **Total Points** ercentage

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