AGRICULTURE SCHEME OF WORK GRADE 4 TERM ONE

NAME	
TSC NO.	
SCHOOL	

Week	Lesson	Strand	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1	**1**	Conserving our Environment	Soil Soil particles	By the end of the sub strand the learner should be able to: Distinguish types of soil based on particle sizes	How can we determine the ability of different soils to hold water?	Learners to collect soil samples from their local environment.	Soil samples Sand Clay Loam A sieve Containers with small holes at the base Water Video clips- relevant to the learning concept in the learning activities MTP Grade 4 Agriculture page 1		
	2	Conserving our Environment	Soil	By the end of the sub strand the learner should be able to: Investigate the ability of different types of soil to hold water	How can we determine the ability of different soils to hold water?	In groups, learners to conduct experiment to observe particle sizes of different soils *(sand, clay and loam)* using a sieve. Learners to share experiences on observations made in the experiment on particle sizes of different soils	*Sand* *clay* *loam* sieve containers with small holes at the base MTP Grade 4 Agriculture page 2		

	3	**Conserving our Environment**	**Soil**	By the end of the sub strand the learner should be able to: Relate particle sizes to ability of soil to hold water	How can we determine the ability of different soils to hold water?	Learners to share experiences on observations made in the experiment on ability of soil to hold water. Learners to relate particle sizes to ability of soil to hold water.	*Sand* *clay* *loam* sieve containers with small holes at the base MTP Grade 4 Agriculture page 2-3		
2	**1**	Conserving our Environment	Soil	By the end of the sub strand the learner should be able to: Develop curiosity in investigating physical properties of different types of soil.	How can we determine the ability of different soils to hold water?	Learners to share experiences on observations made in the experiment on ability of soil to hold water. Learners to relate particle sizes to ability of soil to hold water.	*Sand* *clay* *loam* sieve containers with small holes at the base MTP Grade 4 Agriculture page 3-54		
	2	Conserving our Environment	Uses of soil in Farming	By the end of the sub strand the learner should be able to:	How can we use sand, clay and loam soils in farming?	Learners visit nearby farms and	*Sand* *clay* *loam* sieve		

				Determine the ability of different soils to hold water		explore the uses of different types of soil.	containers with small holes at the base		
	3	Conserving our Environment	Uses of soil in Farming	By the end of the sub strand the learner should be able to: Explain the uses of sand, loam and clay in farming	How can we use sand, clay and loam soils in farming?	In groups, learners discuss ability of sand, clay and loam to hold water. Learners to watch a video clip on crops growing on different types of soil *(sand, clay and loam).*	*Sand* *clay* *loam* sieve containers with small holes at the base MTP Grade 4 Agriculture page 4-6		
3	**1**	**Conserving our Environment**	**Uses of soil in Farming**	By the end of the sub strand the learner should be able to: Appreciate the relationship between water holding capacity of clay, sand and loam soils to their uses	How can we use sand, clay and loam soils in farming?	In groups, learners to discuss the uses of soils *(loam, sand and clay)* in farming	*Sand* *clay* *loam* sieve containers with small holes at the base MTP Grade 4 Agriculture page 6		

	2	**Conserving our Environment**	**Compost manure**	By the end of the sub strand the learner should be able to: Identify suitable materials for making compost manure	What is compost manure?	Learners observe stimulus materials such as video, photos, and pictures on preparation and use of compost manure using compost heap method	MTP Grade 4 Agriculture page 7 Video Photos Sample of manure		
	3	**Conserving our Environment**	**Compost manure**	By the end of the sub strand the learner should be able to: Prepare compost manure for farming	What can we use to prepare compost manure ?	Learners to collect suitable materials for making compost manure. In groups, learners to prepare compost manure using heap method	MTP Grade 4 Agriculture page 8-9 Video Photos Sample of manure		
4	**1**	**Conserving our Environment**	**Compost manure**	By the end of the sub strand the learner should be able to: Explain the meaning of compost manure for farming	What can we use to prepare compost manure ?	Learners to collect suitable materials for making compost manure. In groups,	MTP Grade 4 Agriculture page 8-9 Video Photos Sample of manure		

						learners to prepare compost manure using heap method			
	2	**Conserving our Environment**	**Water**	By the end of the sub strand the learner should be able to: Water plants and domestic animals in the immediate environment	What are the uses of water in farming?	In groups, learners to make various Agricultural uses of water in school (*watering flower beds, plants, seed bed and watering animals*).	Seed bed Buckets Pangs MTP Grade 4 Agriculture page 10-11		
	3	**Conserving our Environment**	**Water**	By the end of the sub strand the learner should be able to: Identify different uses of water in farming	What are the uses of water in farming?	Learners to visit the neighbouring farms to observe how water is used for farming purposes. Learners to observe a video clip on uses of water in the farm	Seed bed Buckets Pangs MTP Grade 4 Agriculture page 11-13		
5	**1**	Conserving our Environme	Water conservation in farming	By the end of the sub strand the	What are the different	Learners watch a	Seed bed Buckets Pangs		

		nt		learner should be able to: Carry out drip irrigation to water plants	ways drip irrigation is used to conserve water in farming?	video clip on irrigation of crops through drip irrigation. In groups, learners to carry out drip irrigation in school using bottles	Jembe Slashers Spade Projectors MTP Grade 4 Agriculture page 11-13		
	2	**Conservin g our Environm ent**	**Water conservatio n in farming**	By the end of the sub strand the learner should be able to: Describe drip irrigation as a way of conserving water Appreciate use of drip irrigation in conserving water in farming	What is drip irrigation?	In groups, learners to carry out drip irrigation in the school using a 5 to 10-metre-long perforated plastic Pipe Learners visit nearby farms and explore the use of drip irrigation method.	Seed bed Buckets Pangs Jembe Slashers Spade Projectors MTP Grade 4 Agriculture page 11-13		
	3	**Conservin g our Environm**	**Living better with wild**	By the end of the sub strand the learner should be	What are the small wild animals that	In pairs, learners to brainstorm and	Birds Squirrels Money		

		ent	**animals**	able to: Identify small wild animals that destroy crops and domestic animals Explain damages caused by small wild animals in the farm	destroy crops and domestic animals?	share experiences on small wild animals such as *birds, squirrels, monkeys, mongoose and moles* that destroy crops and domestic animals	Domestic animals MTP Grade 4 Agriculture page 14-15		
6	**1**	**Conserving our Environment**	**Living better with wild animals**	By the end of the sub strand the learner should be able to: Construct a scarecrow using locally available materials Use a scarecrow to keep off small wild animals from the farm	How can you prevent reduce damage from small wild animals in the farm?	Learners to watch video clip or charts on varieties of scarecrow. In groups, learners to construct a scarecrow using locally available materials	Birds Squirrels Money Domestic animals MTP Grade 4 Agriculture page 15-16		
	2	**Conserving our Environment**	**Living better with wild animals**	By the end of the sub strand the learner should be able to: Use digital resources to acquire	How can you prevent reduce damage from small wild animals in	In groups, learners to discuss how they could make a scarecrow using	Birds Squirrels Money Domestic animals scarecrows MTP Grade 4 Agriculture page		

				information on small wild animals	the farm?	locally available materials.	17		
	3	**Conserving our Environment**	**Living better with wild animals**	By the end of the sub strand the learner should be able to: Store photos of small wild animals that destroy crops and domestic animals Appreciate the importance of living better with small wild animals.	How is a scarecrow constructed?	In groups, learners to install the scarecrows in the immediate environment to keep off small wild animals. In pairs, learners to use digital resources that have appropriate software to search for information on small wild animals that destroy crops and domestic animals.	Birds Squirrels Money Domestic animals scarecrows MTP Grade 4 Agriculture page 18		
7	**1**	**Conserving our Environment**	Growing Fruit Trees	By the end of the sub strand the learner should be able to: Identify places where fruit tree	Where could we collect fruit seeds?	In groups, learners to suggest various places where seeds of fruit trees such as	Trees Videos MTP Grade 4 Agriculture page 19		

				seeds could be obtained		*guava and tree tomato* could be obtained			
	2	**Conserving our Environment**	**Fruit Seed Collection**	By the end of the sub strand the learner should be able to: Collect fruit tree seeds from the local environment.	Where could we collect fruit seeds?	With help of the parents or guardians' learners to collect seeds of fruits such as *guava and tree tomato*	Trees Videos MTP Grade 4 Agriculture page 20-21		
	3	**Conserving our Environment**	**Fruit Seed Preparation**	By the end of the sub strand the learner should be able to: Prepare fruit seeds for planting Appreciate the importance of preparing seeds for planting.	How are fruit seeds prepared for planting?	Learners to extract seeds from the fruits such as *guava and tree tomato* using appropriate means Learners clean the extracted seeds in water	Trees Videos MTP Grade 4 Agriculture page 22-23		
8	**1**	Conserving our Environment	Fruit Tree Nursery Bed	By the end of the sub strand the learner should be able to: Prepare a nursery bed for establishing fruit seedlings	How are fruit seeds established in a nursery?	In groups, learners to select a suitable site for establishing the fruit tree nursery bed *(container nursery or ground*	Nursery bed Containers Seedlings MTP Grade 4 Agriculture page 22-23		

						nursery bed).			
	2	Conserving our Environment	Fruit Tree Nursery Bed	By the end of the sub strand the learner should be able to: Sow seeds into a nursery bed	How are fruit seeds established in a nursery?	In groups, learners to prepare and set up the nursery bed	Nursery bed Containers Seedlings MTP Grade 4 Agriculture page 23-24		
	3	Conserving our Environment	Fruit Tree Nursery Bed	By the end of the sub strand the learner should be able to: Manage a fruit tree nursery bed up to transplanting Select fruit tree seedlings for sale and transplanting purposes	How are fruit seeds established in a nursery?	In groups, learners to sow the seeds such as *guava and tree tomato* in to the nursery bed	Nursery bed Containers Seedlings MTP Grade 4 Agriculture page 25-26		
9	**1**	**Conserving our Environment**	**Fruit Tree Nursery Bed**	By the end of the sub strand the learner should be able to:	How are fruit seeds established in a nursery?	In groups, learners to sow the seeds such as *guava and tree tomato* in to the nursery bed	Nursery bed Containers Seedlings MTP Grade 4 Agriculture page 26		

	2	**Conserving our Environment**	**Fruit Tree Nursery Bed**	By the end of the sub strand the learner should be able to: Sell fruit tree seedlings to earn income.	How are fruit seeds established in a nursery?	In groups, learners to care by carrying out practices such as *mulching, watering, thinning and weeding* in the nursery bed.	Nursery bed Containers Seedlings MTP Grade 4 Agriculture page 26		
	3	**Conserving our Environment**	**Transplanting**	By the end of the sub strand the learner should be able to: Prepare seedlings for transplanting	How can we prepare fruit seedlings for transplanting?	In groups, learners to prepare planting holes. Learners to transplant the seedlings from the nursery bed to the seedbed	Nursery bed Containers Seedlings MTP Grade 4 Agriculture page 30-35		
10	**CONTINOUS ASSESSMENT TEST**								