AGRICULTURE SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	4	**Agriculture Activities**	**2**	

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	**1**	**Conserving our Environment**	Transplanting fruit tree seedlings	By the end of the sub strand the learner should be able to Transplant the seedlings to the seedbed.	How are fruit seedlings transplanted from the nursery?	In groups, learners to prepare planting holes. Learners to transplant the seedlings from the nursery bed to the seedbed	Nursery bed Containers Seedlings Oxford modern agriculture 4 page 51-53		
	2	**Conserving our Environment**	Care for Young Fruit Trees	By the end of the sub strand the learner should be able to: Protect the fruit tree seedlings from damage	How can we take care of fruit seedlings after transplanting?	In groups, learners to construct shades to protect the fruit tree seedlings from damages. In groups, learners to take turns to water the seedlings using drip irrigation method to conserve water.	guava seedlings tree tomato seeds Oxford modern agriculture 4 page 53-55		

	3	**Conserving our Environment**	Care for Young Fruit Trees	By the end of the sub strand the learner should be able to: Water the fruit tree seedlings to supplement moisture	How can we take care of fruit seedlings after transplanting?	In groups, learners to apply mulch material to the seedlings to conserve moisture. Learners to weed for the growing seedlings	Maize Beans Rice Peas Rice Green grams Carrots seeds Spinach seeds Oxford modern agriculture 4page 56-57		
2	**1**	**Conserving our Environment**	Care for Young Fruit Trees	By the end of the sub strand the learner should be able to: Apply mulch to the fruit tree seedlings to conserve water	How can we take care of fruit seedlings after transplanting?	In groups, learners to apply mulch material to the seedlings to conserve moisture. Learners to weed for the growing seedlings	Maize Fruit seedlings Oxford modern agriculture 4page 56-57		
	2	**Conserving our Environment**	Care for Young Fruit Trees	By the end of the sub strand the learner should be able to: Carry out weeding for the seedlings	How can we take care of fruit seedlings after transplanting?	Learners offer to supply surplus fruit tree seedlings to their parents, guardians and community.	Fruit seedlings modern agriculture 4page 57-58		
	3	**Conserving our Environment**	**Conservation Project: Edible Crop Gardening**	By the end of the sub strand the learner should be able to: Demonstrate care for growing fruit	What activities are carried out in caring for fruit plants?	In groups, learners to take care of the established fruit trees such as *guava and tree tomato* by carrying out appropriate activities (*watering,*	Guava and tree tomato Trees Oxford modern agriculture 4page 59-62		

				trees in the environment		*weeding, protection, manuring and removal of excess branches*).			
3	**1**	**Conserving our Environment**	**Conservation Project: Edible Crop Gardening**	By the end of the sub strand the learner should be able to: Identify right stage for harvesting fruits to avoid wastage	What activities are carried out in caring for fruit plants?	In groups, learners to take care of the established fruit trees such as *guava and tree tomato* by carrying out appropriate activities (*watering, weeding, protection, manuring and removal of excess branches*).	Guava Trees Oxford modern agriculture 4page 59-61		
	2	**Conserving our Environment**	**Conservation Project: Edible Crop Gardening**	By the end of the sub strand the learner should be able to: Harvest fruits appropriately to reduce damages	When are fruits ready for harvesting ?	In groups, learners share experiences on how to identify a ripe fruit such as *guava and tree tomato*	Guava Trees Oxford modern agriculture 4page 65-66		
	3	**Conserving our Environment**	**Conservation Project: Edible Crop Gardening**	By the end of the sub strand the learner should be able to: Manage growing fruit trees in school	How are fruits harvested?	In groups, learners to carry out harvesting of fruits such as *guava and tree tomato*. Learners apply acquired skills to	Guava Trees Oxford modern agriculture 4page 62-63		

				and the community		plant and care for fruit trees at home			
4	**1**	**Conserving our Environment**	**Conservation Project: Edible Crop Gardening**	By the end of the sub strand the learner should be able to: Appreciate importance of consuming fruits for nutrition.	How are fruits harvested?	In groups, learners to carry out harvesting of fruits such as *guava and tree tomato*. Learners apply acquired skills to plant and care for fruit trees at home	Guava Trees Oxford modern agriculture 4page 66-67		
	2	**Domestic Animals**	**Domestic Animals and their Uses**	By the end of the sub strand the learner should be able to: Identify types of domestic animals in the community	What domestic animals are kept by farmers?	Learners visit the neighboring farms to explore various types of domestic animals and their uses and also distinguish male from female animals	Cattles Sheep Goats Poultry Rabbits Oxford modern agriculture 4page 68-70		
	3	**Domestic Animals**	**Domestic Animals and their Uses**	By the end of the sub strand the learner should be able to Distinguish between a male and a female domestic animal	What domestic animals are kept by farmers?	In groups, learners share experiences on the types of domestic animals found in their community and their uses. Learners discuss differences between male and female animals in cows and goats.	Pictures Video clips Oxford modern agriculture 4page 71-72		

5	**1**	**Domestic Animals**	**Uses of Domestic Animals**	By the end of the sub strand the learner should be able to: Relate various domestic animals to their uses	What are the uses of domestic animals?	In groups, learners match the domestic animals to their uses *(cattle, sheep, goat and poultry).* Learners play and share games on domestic animals and their uses	Pictures Video clips Oxford modern agriculture 4 page 76-77		
	2	**Domestic Animals**	**Uses of Domestic Animals**	By the end of the sub strand the learner should be able to: Source for information on types of domestic animals Appreciate the importance of domestic animals to human beings	What are the uses of domestic animals?	In groups, learners match the domestic animals to their uses *(cattle, sheep, goat and poultry).* Learners play and share games on domestic animals and their uses	Pictures Video clips Oxford modern agriculture 4page 77-78		
	3	**Domestic Animals**	**Uses of Domestic Animals**	By the end of the sub strand the learner should be able to: Store information on types of domestic animals using digital devices	What are the uses of domestic animals?	In groups, learners take photographs and store them in digital devices. Learners play and share games on domestic animals and their uses	Pictures Video clips Oxford modern agriculture 4page 79-81		

6	**1**	**Gardening Practices**	**Crops for Gardening** **Vegetables**	By the end of the sub strand the learner should be able to: Give the meaning of a vegetable crop Identify main vegetable crops grown in Kenya	What are vegetable crops?	Learners to watch a video clip or visit a farm to explore types of vegetables grown such as *carrots, spinach and tomatoes.* In pairs, learners suggest the meaning of vegetable crops.	Pictures Video clips Oxford modern agriculture 4page 84-86		
	2	**Gardening Practices**	**Crops for Gardening** **Categories of Vegetables**	By the end of the sub strand the learner should be able to: Classify vegetable crops according to the part eaten Appreciate the importance of vegetable crops in the food we eat.	How can we classify vegetable crops?	In groups, learners to identify various vegetable crops grown in Kenya *such as carrots, spinach, tomatoes.* In groups, learners to classify vegetable crops according to parts eaten *such as parts for carrots, spinach, tomatoes*	Pictures Video clips Oxford modern agriculture 4page 87-90		
	3	**Gardening Practices**	**Cereals**	By the end of the sub strand the learner should be able to: Give the meaning	What are cereal crops?	Learners to watch a video clip or visit a farm growing cereal crops	Pictures Video clips Oxford modern agriculture		

				of a cereal crop		such as *wheat, maize, rice.* In pairs, learners suggest the meaning of cereal crops	4page 91		
7	**1**	**Gardening Practices**	**Cereals**	By the end of the sub strand the learner should be able to: Identify main cereal crops grown in Kenya	What are cereal crops?	Learners to watch a video clip or visit a farm growing cereal crops such as *wheat, maize, rice.* In pairs, learners suggest the meaning of cereal crops	Pictures Video clips Oxford modern agriculture 4 page 91		
	2	**Gardening Practices**	**Types of cereals grains**	By the end of the sub strand the learner should be able to: Develop a display of various types of cereal grains in the classroom Appreciate the importance of cereal crops in the food we eat.	Which cereal crops do you know?	In groups, learners to identify various cereal crops grown in Kenya such as *wheat, maize, rice.* In groups, learners to collect, mount and label cereal grains such as *wheat, maize, rice* on a manila paper for display. Learners to assist parents or guardians in activities for preparing cereals for consumption	Pictures Video clips Oxford modern agriculture 4 page 92-98		

	3	**Gardening Practices**	**Selected gardening practices:** **Direct sowing of tiny seeds**	By the end of the sub strand the learner should be able to: Identify tiny seeds presented by the teacher	How can we plant tiny seeds?	In groups, learners to brainstorm on crops with tiny seeds such as *carrots and sunflower* among others and how they can be grown in the locality	Pictures Video clips Oxford modern agriculture 4 page 101		
8	**1**	**Gardening Practices**	**Selected Gardening Practices**	By the end of the sub strand the learner should be able to: Prepare a fine seedbed for crops with tiny seeds	How can we plant tiny seeds in a seedbed?	. In this activity, learners to be guided to prepare seed beds for carrots seeds and sunflower seeds In pairs, learners to brainstorm on how the tiny seeds are sown in the seedbed.	Pictures Video clips Oxford modern agriculture 4 page 102-103		
	2	**Gardening Practices**	**Selected Gardening Practices**	By the end of the sub strand the learner should be able to: Sow tiny seeds directly into the seedbed.	How can we plant tiny seeds in a seedbed?	Learners to watch a video clip on how to prepare a fine seedbed and sow tiny seeds such as *carrot or sunflower* seeds into the seedbed. In groups, learners to sow the tiny seedlings for	Pictures Video clips Oxford modern agriculture 4 page 103-104		

						carrots and sunflower The crop should be suitable for direct sowing. Learners to sow the tiny seeds in the prepared seedbed			
	3	**Gardening Practices**	**Care for tiny-seeded crops**	By the end of the sub strand the learner should be able to: Identify the practices to care for directly sown tiny-seeded crops in a seedbed	What care is needed for directly sown tiny-seed crop in a seedbed?	Learners to share experiences on appropriate gardening practices for a seedbed with directly sown tiny seeds such as *carrots and sunflower*	Oxford modern agriculture 4page 105		
9	**1**	**Gardening Practices**	**Care for tiny-seeded crops**	By the end of the sub strand the learner should be able to: Learn how to carry out caring practices for the seedbed.	What care is needed for directly sown tiny-seed crop in a seedbed?	Learners to watch a video clip on gardening practices carried out on directly sown tiny seeds in a seedbed	Video clip Oxford modern agriculture 4 page 105-107		
	2	**Gardening Practices**	**Care for tiny-seeded crops**	By the end of the sub strand the learner should be able to: Carry out caring practices for the	needed for directly sown tiny-seed crop in a seedbed	Learners to carry out the gardening practices carried out on directly sown tiny seeds in a seedbed such as	Video clip Oxford modern agriculture 4 page 105-107		

				seedbed.		*mulching, watering, thinning and uprooting weeds*			
	3	**Gardening Practices**	**Care for tiny-seeded crops**	By the end of the sub strand the learner should be able to appreciate the value of caring for tiny-seeded crops in the seedbed	What care is needed for directly sown tiny-seed crop in a seedbed?	In groups, learners to carry out gardening practices on the established tiny-seeded seedbed such as *mulching, watering, thinning and uprooting weeds*	Oxford modern agriculture 4 page 108-110		
10-11	**END OF TERM ASSESSMENT AND CLOSING**								