



## AGRICULTURE SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	4	Agriculture Activities	2	

Week	Lsn	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	<b>Conserving our Environment</b>	Transplanting	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 MTP Grade 4 Agriculture page 34		
	2	<b>Conserving our Environment</b>	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.	Maize Beans Rice Peas Rice Green grams Carrots seeds Spinach seeds MTP Grade 4 Agriculture page 35-37		

	3	<b>Conserving our Environment</b>	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 MTP Grade 4 Agriculture page 35-37		
2	1	<b>Conserving our Environment</b>	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 Beans Rice Peas Rice Green grams Carrots seeds Spinach seeds MTP Grade 4 Agriculture page 35-37		
	2	<b>Conserving our Environment</b>	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.	Maize Beans Rice Peas Rice Green grams Carrots seeds Spinach seeds MTP Grade 4 Agriculture page 35-37		
	3	<b>Conserving our Environment</b>	Conservation Project: Edible	By the end of the sub strand the learner should be	What activities are carried out in	In groups, learners to take care of the established fruit	Guava Trees MTP Grade 4		

			Crop Gardening	able to: Demonstrate care for growing fruit trees in the environment	caring for fruit plants?	trees such as <i>guava</i> and <i>tree tomato</i> by carrying out appropriate activities ( <i>watering, weeding, protection, manuring and removal of excess branches</i> ).	Agriculture page 37		
<b>3</b>	<b>1</b>	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 <i>guava</i> and <i>tree tomato</i> by carrying out appropriate activities ( <i>watering, weeding, protection, manuring and removal of excess branches</i> ).	Guava Trees MTP Grade 4 Agriculture page 37		
	<b>2</b>	<b>Conserving our Environment</b>	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 <i>guava</i> and <i>tree tomato</i>	Guava Trees MTP Grade 4 Agriculture page 37		
	<b>3</b>	<b>Conserving our Environment</b>	Conservation Project: Edible Crop	By the end of the sub strand the learner should be	How are fruits harvested?	In groups, learners to carry out harvesting of fruits such as <i>guava</i> and	Guava Trees MTP Grade 4 Agriculture		

			Gardening	able to: Manage growing fruit trees in school and the community		<i>tree tomato</i> . Learners apply acquired skills to plant and care for fruit trees at home	page 37		
<b>4</b>	<b>1</b>	<b>Conserving our Environment</b>	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 <i>guava and tree tomato</i> . Learners apply acquired skills to plant and care for fruit trees at home	Guava Trees MTP Grade 4 Agriculture page 37		
	<b>2</b>	<b>Domestic Animals</b>	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 MTP Grade 4 Agriculture page 38-39		
	<b>3</b>	<b>Domestic Animals</b>	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.	MTP Grade 4 Agriculture page 40-41		

						Learners watch a video clip on various types of domestic animals and their uses.			
<b>5</b>	<b>1</b>	<b>Domestic Animals</b>	Domestic Animals and their Uses	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 ( <i>cattle, sheep, goat and poultry</i> ). Learners play and share games on domestic animals and their uses	MTP Grade 4 Agriculture page 41-43		
	<b>2</b>	Domestic Animals	Domestic Animals and their Uses	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 ( <i>cattle, sheep, goat and poultry</i> ). Learners play and share games on domestic animals and their uses	MTP Grade 4 Agriculture page 41-43		
	<b>3</b>	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	What are vegetable crops?	Learners to watch a video clip or visit a farm to explore types of vegetables grown such as <i>carrots</i> ,	MTP Grade 4 Agriculture page 44-45		

				Identify main vegetable crops grown in Kenya		<i>spinach and tomatoes.</i> In pairs, learners suggest the meaning of vegetable crops.			
<b>6</b>	<b>1</b>	Gardening Practices	Crops for Gardening Vegetables	By the end of the sub strand the learner should be able to: Classify vegetable crops according to the part eaten	How can we classify vegetable crops?	In groups, learners to identify various vegetable crops grown in Kenya <i>such as carrots, spinach, tomatoes.</i> In groups, learners to classify vegetable crops according to parts eaten <i>such as parts for carrots, spinach, tomatoes</i>	MTP Grade 4 Agriculture page 46-47		
	<b>2</b>	<b>Gardening Practices</b>	Crops for Gardening Vegetables	By the end of the sub strand the learner should be able to: Appreciate the importance of vegetable crops in the food we eat.	How can we classify vegetable crops?	Learners apply acquired skills to prepare vegetables for consumption at home.	MTP Grade 4 Agriculture page 46-48		
	<b>3</b>	<b>Gardening Practices</b>	Cereals	By the end of the sub strand the learner should be able to:	What are cereal crops?	Learners to watch a video clip or visit a farm growing	MTP Grade 4 Agriculture page 49-		

				Give the meaning of a cereal crop		cereal crops such as <i>wheat, maize, rice</i> . In pairs, learners suggest the meaning of cereal crops			
<b>7</b>	<b>1</b>	<b>Gardening Practices</b>	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 <i>wheat, maize, rice</i> . In pairs, learners suggest the meaning of cereal crops	MTP Grade 4 Agriculture page 50-52		
	<b>2</b>	<b>Gardening Practices</b>	Cereals	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	Which cereal crops do you know?	In groups, learners to identify various cereal crops grown in Kenya such as <i>wheat, maize, rice</i> . In groups, learners to collect, mount and label cereal grains such as <i>wheat, maize, rice</i> on a manila paper for display.	MTP Grade 4 Agriculture page 53-56		
	<b>3</b>	<b>Gardening Practices</b>	Cereals	By the end of the sub strand the learner should be able to:	Which cereal crops do you know?	Learners to assist parents or guardians in activities for preparing cereals for	MTP Grade 4 Agriculture page 53-56		



				Appreciate the importance of cereal crops in the food we eat.		consumption.			
<b>8</b>	<b>1</b>	<b>Gardening Practices</b>	Legumes	By the end of the sub strand the learner should be able to: give the meaning of a legume crop Identify main legume crops grown in Kenya	What are legume crops?	Learners to watch a video or visit a farm growing legumes such as <i>beans, peas, green grams</i> In pairs, learners suggest the meaning of legume crops.	MTP Grade 4 Agriculture page 53-56		
	<b>2</b>	<b>Gardening Practices</b>	Legumes	By the end of the sub strand the learner should be able to: Develop a display of various types of legume seeds in the classroom Appreciate the importance of legume crops in the food we eat.	Which legume crops do you know?	Learners to assist parents or guardians in the activities for preparing legumes for consumption. Learners to carry out an activity of matching crops to their respective categories (vegetables, cereals and legumes).	MTP Grade 4 Agriculture page 53-56		
	<b>3</b>	<b>Gardening Practices</b>	Selected Gardening Practices	By the end of the sub strand the learner should be able to: Prepare a fine	How can we plant tiny seeds in a seedbed?	In groups, learners to brainstorm on crops with tiny seeds such as <i>carrots and</i>	MTP Grade 4 Agriculture page 57-60		

				seedbed for crops with tiny seeds		<p><i>sunflower</i> among others and how they can be grown in the locality. In this activity, learners to be guided to identify some tiny-seeded crops that are sown directly into the seedbed (<i>tiny-seeded crops that do not require transplanting</i>).</p> <p>In pairs, learners to brainstorm on how the tiny seeds are sown in the seedbed.</p>			
<b>9</b>	<b>1</b>	<b>Gardening Practices</b>	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?	<p>Learners to watch a video clip on how to prepare a fine seedbed and sow tiny seeds such as <i>carrot or sunflower</i> seeds into the seedbed. In groups, learners prepare a suitable seedbed for sowing any crop with tiny seeds that they may opt for. The crop should be suitable for direct</p>	MTP Grade 4 Agriculture page 57-60		

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