AGRICULTURE SCHEME OF WORK GRADE 5 TERM ONE

NAME	
TSC NO.	
SCHOOL	

1	**1**	Conserving our Environment	Soil Conservation : Soil Recovery	By the end of the sub strand the learner should be able to: Give the meaning of soil erosion and soil recovery in the environment	Why do we conserve soil from erosion?	Learners to tour the school and neighbourhood, identify eroded sites and discuss their understanding of soil erosion	MTP Agriculture Grade 5 page 1-2		
	2	Conserving our Environment	Soil Conservation : Soil Recovery	By the end of the sub strand the learner should be able to: Identify sites for erosion deposition by runoff in the community	Why do we conserve soil from erosion?	Learners to tour the school and neighbourhood, identify eroded sites and discuss their understanding of soil erosion	MTP Agriculture Grade 5 page 3-4		
	3	Conserving our Environment	Soil Conservation : Soil Recovery	By the end of the sub strand the learner should be able to: Collect soil from erosion deposition for farming purposes	Why do we conserve soil from erosion?	Learners to collect soil from deposition sites using applicable methods to recover it for growing crops	MTP Agriculture Grade 5 page 4-5		
2	**1**	Conserving our Environment	Soil Conservation : Soil Recovery	By the end of the sub strand the learner should be able to: Demonstrate usefulness of recovered soil for	Why do we conserve soil from erosion?	Learners use the recovered soil to grow crops of their choice in the school	MTP Agriculture Grade 5 page 6-7		

				growing of crops					
	2	Conserving our Environment	Soil Conservation: Soil Recovery	By the end of the sub strand the learner should be able to: State the importance of recovered soil	Why do we conserve soil from erosion?	In groups, learners to brainstorm the importance of recovered soil	MTP Agriculture Grade 5 page 5		
	3	Conserving our Environment	Soil Conservation: Soil Recovery	By the end of the sub strand the learner should be able to: Show genuine interest in soil conservation activities and growing of crops	Why do we conserve soil from erosion?	Learners to collaborate with parents and guardians to recover and use eroded soil from deposition sites	MTP Agriculture Grade 5 page 6-7		
3	**1**	**Conserving our Environment**	Soil Conservation: Soil Recovery	By the end of the sub strand the learner should be able to: Appreciate the importance of conserving soil from erosion	What materials should we damp in an organic waste pit?	Learners to collaborate with parents and guardians to recover and use eroded soil from deposition sites to grow crops of their choice	MTP Agriculture Grade 5 page 8		
	2	Conserving our Environm	Soil Conservation: Soil	By the end of the sub strand the learner should be	What materials should we	Learners to discuss and identify sites in	MTP Agricultur e Grade 5		

		ent	Improvement	able to: Identify sites for soil improvement in the school or community	damp in an organic waste pit?	the school and community that have poor soil for crop growth	page 9		
	3	Conserving our Environment	Soil Conservation: Soil Improvement	By the end of the sub strand the learner should be able to: Construct organic waste pit for soil improvement	What materials should we damp in an organic waste pit?	Learners to construct a pit, a site or a structure for damping plant residue and food remains and organic kitchen wastes in school.	MTP Agriculture Grade 5 page 9-12		
4	**1**	Conserving our Environment	Soil Conservation: Soil Improvement	By the end of the sub strand the learner should be able to: Demonstrate use of plant remains for soil improvement.	How can we improve the soil using crop remains?	Learners to plant crop in a residual pit to observe and appreciate soil improvement from accumulated organic wastes	MTP Agriculture Grade 5 page 13-15		
	2	Conserving our Environment	Water conservation	By the end of the sub strand the learner should be able to:	What happens when we do not conserve	Learners to use devices that have appropriate software to	MTP Agriculture Grade 5 page 16		

				Find information on conservation of water in farming practices	water in the soil?	search for information on water conservation			
	3	Conserving our Environment	Water conservation	By the end of the sub strand the learner should be able to: Identify different ways of conserving water in farming practices	What happens when we do not conserve water in the soil?	In groups, learners share on the information acquired on water conservation	MTP Agriculture Grade 5 page 17-20		
5	**1**	Conserving our Environment	Water conservation	By the end of the sub strand the learner should be able to: State the importance of conserving water in farming	What happens when we do not conserve water in the soil?	In pairs, learners to brainstorm or share experiences on importance of conserving water and how to conserve water in farming activities	MTP Agriculture Grade 5 page 17-20		
	2	Conserving our Environment	Water conservation	By the end of the sub strand the learner should be able to: Practice water conservation within the school compound	What happens when we do not conserve water in the soil?	Learners watch video clips and cuttings from magazines on various water conservation practices in farming	MTP Agriculture Grade 5 page 21		

						(Mulching, shading, cover cropping). In groups, learners practice various ways of conserving water in farming (Mulching, shading, cover cropping) within the school.			
	3	Conserving our Environment	Water conservation	By the end of the sub strand the learner should be able to: Store photos on water conservation obtained from digital resources and magazines	What happens when we do not conserve water in the soil?	Compile and store photos in digital devices or printed copies on methods of water conservation. Individual learners to make presentations on photos acquired and stored	MTP Agriculture Grade 5 page 22-23		
6	**1**	Conserving our Environment	Water conservation	By the end of the sub strand the learner should be able to: Demonstrate importance of	What happens when we do not conserve water in the	Learners to collaborate with their parents and guardians to practice shading,	MTP Agriculture Grade 5 page 23		

				conserving water in farming practices	soil?	mulching and cover cropping for water conservation			
	2	Conserving our Environment	Living better with wild animal	By the end of the sub strand the learner should be able to: Identify measures that can be carried out in the community to live better with wild animals	What are the measures for wild animal conservation?	In groups, learners to discuss and share experiences on measures that people in the community can take to live better with wild animals by reducing damages caused by wild animals without killing the wild animals	MTP Agriculture Grade 5 page 25-26		
	3	Conserving our Environment	Living better with wild animal	By the end of the sub strand the learner should be able to: Identify ways to control small wild animals in the local environment	What are the measures for wild animal conservation?	Learners to watch video clips or listen to a resource person on methods of controlling wild animals and importance of living better with	MTP Agriculture Grade 5 page 26-28		

						wild animals.			
7	**1**	Conserving our Environment	Living better with wild animal	By the end of the sub strand the learner should be able to: Control small wild animals in the local environment	What are the measures for wild animal conservation?	In groups, learners practice various methods of controlling small wild animals (use of sounds, repellant crops, use of other repellants).	MTP Agriculture Grade 5 page 26-28		
	2	Conserving our Environment	Living better with wild animal	By the end of the sub strand the learner should be able to: Demonstrate care when relating with wild animals for personal health and safety	What are the measures for wild animal conservation?	Learners to watch video on how to safely handle animals to avoid dangers of contracting animal diseases and injuries (physical injuries form animals and avoid diseases such as rabies from animal bites)	MTP Agriculture Grade 5 page 29		
	3	Conserving our Environment	Living better with wild animal	By the end of the sub strand the learner should be able to: Appreciate	What are the measures for wild animal conservation?	Individually learners to present on how to handle stray wild animals	MTP Agriculture Grade 5 page 30		

				importance of living better with wild animals					
8	**1**	Conserving our Environment	Growing Fruits (Climbers): Planting materials	By the end of the sub strand the learner should be able to: Identify various climbing fruits in the environment	What are the planting materials for climbing fruit plants?	Learners use stimulus material such as media, print and realia to identify various climbing fruits which include but not limited to passion fruits, grapes, kiwi and various types of berries such as raspberries, blackberries, blueberries, goose berries	MTP Agriculture Grade 5 page 31-32		
	2	Conserving our Environment	Growing Fruits (Climbers): Planting materials	By the end of the sub strand the learner should be able to: Identify suitable planting materials for establishing climbing fruits	What are the planting materials for climbing fruit plants?	Learners to discuss suitable planting materials for climbing fruits such as passion fruits, berries, kiwi and grapes	MTP Agriculture Grade 5 page 32-33		

	3	Conserving our Environment	Growing Fruits (Climbers): Planting materials	By the end of the sub strand the learner should be able to: Identify where materials for planting climbing fruits can be obtained in the environment	What are the planting materials for climbing fruit plants?	In groups, learners to suggest where planting materials for climbing fruits could be obtained.	MTP Agriculture Grade 5 page 31-32		
9	**1**	Conserving our Environment	Growing Fruits (Climbers): Planting materials	By the end of the sub strand the learner should be able to: Collect suitable planting materials for climbing fruits from the local environment.	What are the planting materials for climbing fruit plants?	With help of the parents or guardians, learners to collect suitable planting materials for climbing fruits.	MTP Agriculture Grade 5 page 34		
	2	Conserving our Environment	Growing Fruits (Climbers): Planting	By the end of the sub strand the learner should be able to: Prepare planting materials for establishing climbing fruits in the school or at home	What are the planting materials for climbing fruit plants?	In groups, learners to prepare suitable planting materials for climbing fruit plants such as to various varieties of passion fruits, grapes, kiwi and berries	MTP Agriculture Grade 5 page 34-35		

	3	Conserving our Environment	Growing Fruits (Climbers): Planting	By the end of the sub strand the learner should be able to: Select planting materials	How can we prepare planting materials for climbing fruit plants?	In groups, learners to select suitable planting materials for climbing fruit plants such as to various varieties of passion fruits, grapes, kiwi and berries	MTP Agriculture Grade 5 page 36-37		
10	**CONTINOUS ASSESSMENT TEST**								