

## AGRICULTURE SCHEME OF WORK GRADE 5 TERM ONE

| NAME    |  |
|---------|--|
| TSC NO. |  |
| SCHOOL  |  |

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

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

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

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

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

|   |                                       |                                      | conserving water in farming practices   | soil?  | mulching and cover cropping for water conservation  |                                    |  |
|---|---------------------------------------|--------------------------------------|---|--|---|------------------------------------|--|
| 2 | Conservi<br>ng our<br>Environm<br>ent | 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 | Conservi<br>ng our<br>Environm<br>ent | Living better<br>with wild<br>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 conservatio n? | 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 | Conservi<br>ng our<br>Environm<br>ent    | 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<br>Agriculture<br>Grade 5 page<br>26-28 |  |
|   | 2 | Conservi<br>ng our<br>Environm<br>ent    | Living better<br>with wild<br>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<br>Agriculture<br>Grade 5 page<br>29    |  |
|   | 3 | Conser<br>ving<br>our<br>Enviro<br>nment | Living<br>better with<br>wild<br>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<br>Agriculture<br>Grade 5 page<br>30    |  |

| 8 | 1 | Conser<br>ving<br>our<br>Enviro<br>nment | Growing Fruits (Climbers): Planting materials | importance of living better with wild animals  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 | MTP<br>Agriculture<br>Grade 5 page<br>31-32 |  |
|---|---|--|---|--|--|---|---|--|
|   | 2 | Conservi<br>ng our<br>Environm<br>ent    | Growing Fruits (Climbers): Planting           | By the end of the sub strand the learner should be able to:  | What are the planting materials for climbing               | berries  Learners to discuss suitable planting materials for  | MTP<br>Agriculture<br>Grade 5 page<br>32-33 |  |
|   |   |  | materials                                     | Identify suitable planting materials for establishing climbing fruits  | fruit plants?  | climbing fruits<br>such as passion<br>fruits, berries,<br>kiwi and<br>grapes  |   |  |

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

|    | 3 | Conservi | Growing     | By the end of the | How        | In groups, learners | MTP          | 1 |
|----|---|----------|-------------|-------------------|------------|---------------------|--------------|---|
|    |   | ng our   | Fruits      | sub strand the    | can we     | to select suitable  | Agriculture  | ı |
|    |   | Environm | (Climbers): | learner should be | prepare    | planting materials  | Grade 5 page | 1 |
|    |   | ent      | Planting    | able to:          | plantin    | for climbing fruit  | 36-37        | 1 |
|    |   |          |             | Select planting   | g          | plants such as to   |              | 1 |
|    |   |          |             | materials         | materia    | various varieties   |              | 1 |
|    |   |          |             |                   | ls for     | of passion fruits,  |              | 1 |
|    |   |          |             |                   | climbin    | grapes, kiwi and    |              | 1 |
|    |   |          |             |                   | g fruit    | berries             |              | 1 |
|    |   |          |             |                   | plants?    |                     |              | 1 |
| 10 |   |          |             | CONTINO           | US ASSESSI | MENT TEST           |              |   |