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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | Conserving our Environmen t | SoilSoil particles | By the end of the sub strand the learner should be able to: Distinguishtypes 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 localenvironment. | Soil samplesSand Clay LoamA sieveContainers with smallholes at the baseWaterVideo clips- relevant to the learning concept in the learning activitiesMTP Grade 4Agriculture page1 |  |  |
|  | **2** | Conservingour Environmen t | Soil | By the end of thesub strand the learner should be able to: Investigate the ability of different types ofsoil to hold water | How can wedetermine 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 shareexperiences onobservations made in the experiment on particle sizes of different soils | *Sand**clay loam* sievecontainers withsmall holes at the baseMTP Grade 4Agriculture page2 |  |  |

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|  | **3** | **Conservin g our Environm ent** | **Soil** | By the end of the sub strand the learner should be able to:Relate particlesizes to ability of soil to hold water | How can we determine the ability ofdifferent soils to hold water? | Learners toshare experiences on observations made in the experiment on ability of soil to hold water. Learners torelate particlesizes to ability of soil to holdwater. | *Sand clay loam*sievecontainers withsmall holes at the baseMTP Grade 4Agriculture page2-3 |  |  |
| **2** | **1** | ConservingourEnvironme nt | Soil | By the end of thesub strand the learner should be able to:Develop curiosity in investigating physical properties of different typesof soil. | How can wedetermine theability of different soils to hold water? | Learners toshare experiences on observations made in the experiment on ability of soil to hold water. Learners torelate particlesizes to ability of soil to hold water. | *Sand**clay**loam*sieve containers with small holes at the baseMTP Grade 4Agriculture page3-54 |  |  |
|  | **2** | ConservingourEnvironme nt | Uses of soilin Farming | By the end of thesub strand the learner should be able to: | How can weuse sand, clayand loam soils in farming? | Learnersvisit nearby farms and | *Sand**clay**loam*sieve |  |  |

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|  |  |  |  | Determine the ability of different soils to hold water |  | explore theuses 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 soilsin 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 ofsoil *(sand,**clay and loam).* | *Sand clay loam*sievecontainers with small holes at thebaseMTP Grade 4Agriculture page4-6 |  |  |
| **3** | **1** | **Conservin****g our Environm ent** | **Uses of soil****in Farming** | By the end of thesub strand the learner should be able to: Appreciate the relationship between water holding capacity of clay, sand andloam soils to theiruses | How can weuse 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* sievecontainers withsmall holes at the baseMTP Grade 4Agriculture page6 |  |  |

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|  | **2** | **Conservin g our Environm ent** | **Compost manure** | By the end of thesub strand the learner should be able to:Identify suitablematerials for making compost manure | What iscompost manure? | Learners observe stimulus materials such as video, photos, and pictures on preparation and use of compostmanure using compost heap method | MTP Grade 4Agriculture page7VideoPhotosSample of manure |  |  |
|  | **3** | **Conservin g our Environm ent** | **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 compos t manure? | Learners to collect suitable materials for making compost manure.In groups, learners to prepare compost manure using heap method | MTP Grade 4Agriculture page8-9VideoPhotosSample of manure |  |  |
| **4** | **1** | **Conservin g our Environm ent** | **Compost manure** | By the end of the sub strand the learner should be able to:Explain themeaning of compost manure for farming | What can we use to prepare compos t manure? | Learners to collect suitable materials for making compost manure.In groups, | MTP Grade 4Agriculture page8-9VideoPhotosSample of manure |  |  |

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|  |  |  |  |  |  | learners to prepare compostmanure using heap method |  |  |  |
|  | **2** | **Conservin g our****Environm ent** | **Water** | By the end of thesub strand the learner should be able to:Water plants and domestic animals in the immediate environment | What are theuses of waterin farming? | In groups,learners to make various Agricultural uses of water in school (*watering flower beds, plants, seed bed and watering animals*). | Seed bedBucketsPangsMTP Grade 4Agriculture page10-11 |  |  |
|  | **3** | **Conservin g our Environm ent** | **Water** | By the end of the sub strand the learner should be able to:Identifydifferent uses of water in farming | What are the uses of water in farming? | Learners tovisit 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 PangsMTP Grade 4Agriculture page11-13 |  |  |
| **5** | **1** | ConservingourEnvironme | Water conservationin farming | By the end of thesub strand the | What are thedifferent | Learnerswatch a | Seed bedBucketsPangs |  |  |

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|  |  | nt |  | learner should beable to:Carry out drip irrigation to water plants | ways dripirrigation is used to conserve water in farming? | video clipon irrigation of crops through drip irrigation. In groups, learners tocarry out dripirrigation in school usingbottles | Jembe Slashers SpadeProjectorsMTP Grade 4Agriculture page11-13 |  |  |
|  | **2** | **Conservin****g our Environm ent** | **Water conservatio n in farming** | By the end of thesub strand the learner should be able to:Describe dripirrigation as a way of conserving waterAppreciate use of drip irrigation in conserving water in farming | What is dripirrigation? | In groups,learners to carry out drip irrigation in the school using a 5 to10-metre-long perforated plastic Pipe Learnersvisit nearby farms and explore the use of drip irrigation method. | Seed bedBuckets Pangs Jembe Slashers Spade ProjectorsMTP Grade 4Agriculture page11-13 |  |  |
|  | **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 tobrainstorm and | BirdsSquirrelsMoney |  |  |

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|  |  | **ent** | **animals** | able to:Identify small wild animals that destroy cropsand domesticanimalsExplaindamages caused by small wild animals in the farm | destroy cropsand domestic animals? | share experiences on small wildanimals such as *birds,**squirrels, monkeys, mongoose and moles* that destroy crops and domestic animals | Domestic animalsMTP Grade 4Agriculture page14-15 |  |  |
| **6** | **1** | **Conservin g our****Environm ent** | **Living better with****wild animals** | By the end of thesub strand the learner should be able to:Construct a scarecrow using locally available materialsUse a scarecrow to keep off small wild animals from the farm | How can you prevent reduce damage from small wild animals inthe farm? | Learners towatch video clip or charts on varieties of scarecrow.In groups,learners to construct a scarecrow using locally available materials | BirdsSquirrelsMoneyDomestic animalsMTP Grade 4Agriculture page15-16 |  |  |
|  | **2** | **Conservin g our Environm ent** | **Living better with wild animals** | By the end of the sub strand the learner should be able to:Use digitalresources 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 MoneyDomestic animalsscarecrowsMTP Grade 4Agriculture page |  |  |

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|  |  |  |  | information onsmall wild animals | the farm? | locallyavailable materials. | 17 |  |  |
|  | **3** | **Conservin****g our Environm ent** | **Living****better with wild animals** | By the end of thesub strand the learner should be able to:Store photos of small wild animals that destroy crops and domestic animalsAppreciate the importance ofliving better with small wild animals. | How is ascarecrow constructed? | In groups,learners to install the scarecrows in the immediate environmentto 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. | BirdsSquirrelsMoneyDomestic animals scarecrowsMTP Grade 4Agriculture page18 |  |  |
| **7** | **1** | **Conservin****g our Environm ent** | GrowingFruitTrees | By the end of thesub strand the learner should be able to:Identify places where fruit tree | Where couldwe collect fruit seeds? | In groups,learners to suggest various places where seeds of fruit trees such as | TreesVideosMTP Grade 4Agriculture page19 |  |  |

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|  |  |  |  | seeds could beobtained |  | *guava and tree tomato* could be obtained |  |  |  |
|  | **2** | **Conservin g our****Environm ent** | **Fruit Seed****Collection** | By the end of thesub strand the learner should be able to:Collect fruit tree seeds from the local environment. | Where couldwe collectfruit seeds? | With help ofthe parents or guardians’ learners to collect seeds of fruits such as *guava and tree**tomato* | TreesVideosMTP Grade 4Agriculture page20-21 |  |  |
|  | **3** | **Conservin g our Environm ent** | **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 preparingseeds forplanting. | How are fruit seeds prepared for planting? | Learners to extract seeds from the fruits such as *guava and tree tomato* using appropriate meansLearners cleanthe extracted seeds in water | TreesVideosMTP Grade 4Agriculture page22-23 |  |  |
| **8** | **1** | ConservingourEnvironme nt | Fruit TreeNursery Bed | By the end of thesub strand the learner should be able to:Prepare a nursery bed for establishing fruit seedlings | How are fruitseeds established ina nursery? | In groups,learners to select a suitable site for establishing the fruit tree nursery bed *(container nursery or ground* | Nursery bedContainersSeedlingsMTP Grade 4Agriculture page22-23 |  |  |

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|  |  |  |  |  |  | *nursery**bed).* |  |  |  |
|  | **2** | ConservingourEnvironme nt | Fruit TreeNursery Bed | By the end of thesub strand the learner should be able to:Sow seeds into a nursery bed | How are fruitseedsestablished in a nursery? | In groups,learners to prepare and set up the nursery bed | Nursery bedContainersSeedlingsMTP Grade 4Agriculture page23-24 |  |  |
|  | **3** | Conservingour Environme nt | Fruit TreeNursery Bed | By the end of thesub 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 fruitseeds established in a nursery? | In groups,learners to sow the seeds such as *guava and tree tomato* in to the nursery bed | Nursery bedContainersSeedlingsMTP Grade 4Agriculture page25-26 |  |  |
| **9** | **1** | **Conservin g our****Environm ent** | **Fruit Tree****Nursery****Bed** | By the end of thesub strand the learner should be able to: | How are fruitseedsestablished in a nursery? | In groups,learners to sow the seeds such as *guava and tree tomato* in to the nursery bed | Nursery bedContainersSeedlingsMTP Grade 4Agriculture page26 |  |  |

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|  | **2** | **Conservin g our Environm ent** | **Fruit Tree Nursery Bed** | By the end of thesub strand the learner should be able to:Sell fruit tree seedlings to earnincome. | How are fruit seeds established ina nursery? | In groups,learners to care by carrying out practices such as *mulching, watering, thinning and**weeding* in the nursery bed. | Nursery bed Containers SeedlingsMTP Grade 4Agriculture page26 |  |  |
|  | **3** | **Conservin g our****Environm ent** | **Transplanti ng** | By the end of thesub strand the learner should be able to:Prepare seedlings for transplanting | How canwe prepare fruit seedlings for transplan ting? | In groups,learners to prepare planting holes. Learners to transplant theseedlings fromthe nursery bed to the seedbed | Nursery bedContainersSeedlingsMTP Grade 4Agriculture page30-35 |  |  |
| **10** | **CONTINOUS ASSESSMENT TEST** |