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| **1** | **1** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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 |  |  |

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|  |  |  |  | growing of crops |  |  |  |  |  |
|  | **2** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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** | **Conservi ng our Environ ment** | 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** | Conservi  ng 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 |  |  |

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|  |  | 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** | Conservi  ng our Environm ent | 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  materi als shoul  d we damp in an organi c 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** | Conservi  ng our Environm ent | 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  impro ve the soil using crop remai ns? | 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** | Conservi  ng our Environm ent | 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 |  |  |

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|  |  |  |  | Find information on conservation of water in farming practices | water in the  soil? | search for  information on water conservation |  |  |  |
|  | **3** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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 |  |  |

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|  |  |  |  |  |  | (Mulching,  shading, cover cropping). In groups, learners practice various ways of conserving water in farming (Mulching, shading, cover cropping) within the school. |  |  |  |
|  | **3** | Conservi  ng our Environm 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? | 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** | Conservi  ng our Environm ent | 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 |  |  |

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|  |  |  |  | conserving water in  farming practices | soil? | mulching and  cover cropping for water conservation |  |  |  |
|  | **2** | Conservi  ng our Environm 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 conservatio n? | 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  ng our Environm ent | 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 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 |  |  |

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|  |  |  |  |  |  | wild animals. |  |  |  |
| **7** | **1** | Conservi  ng our Environm 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 conservatio n? | 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** | Conservi  ng our Environm ent | 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** | Conser  ving our Enviro nment | 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 |  |  |

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|  |  |  |  | importance of living  better with wild animals |  |  |  |  |  |
| **8** | **1** | Conser  ving our Enviro nment | 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** | Conservi  ng our Environm ent | 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 |  |  |

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|  | **3** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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** | Conservi  ng our Environm ent | 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 |  |  |

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|  | **3** | Conservi  ng our Environm ent | Growing  Fruits (Climbers): Planting | By the end of the sub strand the learner should be able to:  Select planting materials | How can we prepare plantin g materia ls for climbin g 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** | | | | | | | | |