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

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| **1** | **1** | Conserving our Environm ent | SoilConservation: SoilRecovery | 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 fromerosion? | Learners to tour the school and neighbourhood, identify eroded sites anddiscuss their understanding of soil erosion | MTPAgricultureGrade 5 page 1-2 |  |  |
|  | **2** | Conserving our Environm ent | SoilConservation: SoilRecovery | 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 weconserve soil fromerosion? | Learners to tourthe school and neighbourhood, identify eroded sites and discuss their understanding of soil erosion | MTPAgricultureGrade 5 page 3-4 |  |  |
|  | **3** | Conserving our Environm ent | SoilConservation: SoilRecovery | By the end of thesub strand the learner should be able to:Collect soil from erosion deposition for farming purposes | Why do weconserve soil fromerosion? | Learners to collectsoil from deposition sites using applicable methods to recover it for growing crops | MTPAgricultureGrade 5 page 4-5 |  |  |
| **2** | **1** | Conserving our Environm ent | SoilConservation: SoilRecovery | By the end of thesub strand the learner should be able to: Demonstrate usefulness of recovered soil for | Why do weconserve soil fromerosion? | Learners use therecovered soil to grow crops of their choice in the school | MTPAgricultureGrade 5 page 6-7 |  |  |

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|  |  |  |  | growing of crops |  |  |  |  |  |
|  | **2** | Conserving our Environm ent | SoilConservation: SoilRecovery | By the end of the sub strand the learner should be able to:State the importance of recovered soil | Why do weconserve soil fromerosion? | In groups, learners to brainstorm the importance of recovered soil | MTPAgricultureGrade 5 page 5 |  |  |
|  | **3** | Conserving our Environm ent | SoilConservation: SoilRecovery | By the end of thesub strand the learner should be able to:Show genuine interest in soil conservation activities and growing of crops | Why do weconserve soil fromerosion? | Learners tocollaborate with parents and guardians to recover and use erodedsoil fromdeposition sites | MTPAgricultureGrade 5 page 6-7 |  |  |
| **3** | **1** | **Conservi ng our Environ ment** | SoilConservation: SoilRecovery | By the end of the sub strand the learner should be able to:Appreciate the importance of conserving soil from erosion | Whatmaterials should we damp in an organic waste pit? | Learners tocollaborate with parents and guardians to recover and use eroded soil from deposition sites to grow crops oftheir choice | MTPAgricultureGrade 5 page 8 |  |  |
|  | **2** | Conserving ourEnvironm | SoilConservation: Soil | By the end of thesub strand the learner should be | Whatmaterials should we | Learners todiscuss 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 anorganic waste pit? | the school andcommunity that have poor soil for crop growth | page 9 |  |  |
|  | **3** | Conserving our Environm ent | SoilConservation: SoilImprovement | By the end of thesub strand the learner should be able to:Construct organic waste pit for soil improvement | Whatmateri als should we damp in an organi c waste pit? | Learners toconstruct a pit, a site or a structure for damping plant residue and food remains and organic kitchen wastes in school. | MTPAgricultureGrade 5 page 9-12 |  |  |
| **4** | **1** | Conserving our Environm ent | SoilConservation: SoilImprovement | By the end of the sub strand the learner should be able to: Demonstrate use of plant remains for soil improvement. | How can weimpro ve the soil using crop remai ns? | Learners to plantcrop in a residual pit to observe and appreciate soil improvementfrom accumulated organic wastes | MTPAgricultureGrade 5 page13-15 |  |  |
|  | **2** | Conserving our Environm ent | Waterconservation | By the end of the sub strand the learner should be able to: | Whathappens when we do not conserve | Learners to use devices thathave appropriate software to | MTPAgricultureGrade 5 page16 |  |  |

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|  |  |  |  | Find information on conservation of water in farming practices | water in thesoil? | search forinformation on water conservation |  |  |  |
|  | **3** | Conserving our Environm ent | Waterconservation | By the end of the sub strand the learner should be able to:Identify different ways of conservingwater in farming practices | Whathappens when we do not conserve water in the soil? | In groups, learnersshare on the information acquired on water conservation | MTPAgricultureGrade 5 page17-20 |  |  |
| **5** | **1** | Conserving our Environm ent | Waterconservation | 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 conservewater in the soil? | In pairs, learnersto brainstorm or share experiences on importance of conserving water and how to conserve water in farming activities | MTPAgricultureGrade 5 page17-20 |  |  |
|  | **2** | Conserving our Environm ent | Waterconservation | By the end of thesub strand the learner should be able to:Practice water conservation within the school compound | Whathappens when we do not conserve water in the soil? | Learners watchvideo clips and cuttings from magazines on various water conservation practices in farming | MTPAgricultureGrade 5 page21 |  |  |

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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** | Conserving our Environm ent | Waterconservation | By the end of thesub strand the learner should be able to:Store photos onwater conservation obtained from digital resources and magazines | Whathappens when we do not conserve water in the soil? | Compile and storephotos in digital devices or printed copies on methods of water conservation. Individuallearners to make presentations on photos acquired and stored | MTPAgricultureGrade 5 page22-23 |  |  |
| **6** | **1** | Conserving our Environm ent | Waterconservation | By the end of thesub strand the learner should be able to: Demonstrate importance of | Whathappens when we do not conservewater in the | Learners tocollaborate with their parentsand guardians to practiceshading, | MTPAgricultureGrade 5 page23 |  |  |

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|  |  |  |  | conserving water infarming practices | soil? | mulching andcover cropping for water conservation |  |  |  |
|  | **2** | Conserving our Environm ent | Living betterwith wild animal | By the end of thesub 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 todiscuss and share experiences on measures that people in the community can take to livebetter with wild animals by reducing damages caused by wild animals without killing the wild animals | MTPAgricultureGrade 5 page25-26 |  |  |
|  | **3** | Conserving our Environm ent | Living betterwith wild animal | By the end of thesub strand the learner should be able to:Identify ways tocontrol small wild animals in the local environment | What are the measures for wild animal conservatio n? | Learners towatch video clips or listen to a resource person on methods of controlling wild animals and importance ofliving better with | MTPAgricultureGrade 5 page26-28 |  |  |

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|  |  |  |  |  |  | wild animals. |  |  |  |
| **7** | **1** | Conserving our Environm ent | Living betterwith 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, learnerspractice various methods of controlling small wild animals (use of sounds, repellant crops, use of other repellants). | MTPAgricultureGrade 5 page26-28 |  |  |
|  | **2** | Conserving our Environm ent | Living betterwith wild animal | By the end of thesub strand the learner should be able to: Demonstrate care when relating with wild animals for personal health and safety | What are themeasures for wild animal conservation? | Learners to watchvideo 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 fromanimal bites) | MTPAgricultureGrade 5 page29 |  |  |
|  | **3** | Conserving our Enviro nment | Livingbetter with wild animal | By the end of thesub strand the learner should be able to:Appreciate | What are themeasures for wild animal conservation? | Individuallylearners to present on how to handle stray wild animals | MTPAgricultureGrade 5 page30 |  |  |

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|  |  |  |  | importance of livingbetter with wild animals |  |  |  |  |  |
| **8** | **1** | Conserving our Enviro nment | GrowingFruits (Climbers): Planting materials | By the end of thesub strand the learner should be able to:Identify various climbing fruits in the environment | What are theplanting materials for climbing fruit plants? | Learners usestimulus 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 | MTPAgricultureGrade 5 page31-32 |  |  |
|  | **2** | Conserving our Environm ent | GrowingFruits (Climbers): Planting materials | By the end of thesub strand the learner should be able to:Identify suitable planting materials for establishing climbing fruits | What are theplanting materials for climbing fruit plants? | Learners todiscuss suitable planting materials for climbing fruits such as passion fruits, berries, kiwi andgrapes | MTPAgricultureGrade 5 page32-33 |  |  |

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|  | **3** | Conserving our Environm ent | GrowingFruits (Climbers): Planting materials | By the end of thesub strand the learner should be able to:Identify wherematerials for planting climbing fruits can be obtained in the environment | What are theplanting materials for climbing fruit plants? | In groups,learners to suggest where planting materials for climbing fruits could be obtained. | MTPAgricultureGrade 5 page31-32 |  |  |
| **9** | **1** | Conserving our Environm ent | GrowingFruits (Climbers): Planting materials | By the end of thesub strand the learner should be able to:Collect suitableplanting materials for climbing fruits from the local environment. | What are theplanting materials for climbing fruit plants? | With help ofthe parentsor guardians, learners to collect suitable planting materials for climbing fruits. | MTPAgricultureGrade 5 page34 |  |  |
|  | **2** | Conserving our Environm ent | GrowingFruits (Climbers): Planting | By the end of thesub strand the learner should be able to:Prepare planting materials for establishing climbing fruits in the school or at home | What are theplanting materials for climbing fruit plants? | In groups, learnersto prepare suitable planting materials for climbing fruit plants such as to various varietiesof passion fruits,grapes, kiwi and berries | MTPAgricultureGrade 5 page34-35 |  |  |

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|  | **3** | Conserving our Environm ent | GrowingFruits (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, learnersto select suitable planting materials for climbing fruit plants such as to various varieties of passion fruits, grapes, kiwi and berries | MTPAgricultureGrade 5 page36-37 |  |  |
| **10** | **CONTINOUS ASSESSMENT TEST** |