**CBC - GRADE FOUR - AGRICULTURE SCHEMES OF WORK - TERM 2 - 2020**

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| **WK** | **LES** | **STRAND** | **SUB-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **LEARNING EXPERIENCES** | **K.I.Q** | **RESOURCES** | **ASSESSMENT** | **REFLECTION** |
| **1** | Revision of content covered in previous preparation for term 2 work |
| **2** | 1 | **CONSERVING OUR ENVIRONMENT** | Conservation project:**-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Demonstrate care for growing fruit trees in the environment (**watering**) | In groups learners to take care of established fruit trees such as guava and tomato tree by caring out **watering** | What activities are carried out in caring for fruit plants? | Fruit trees, watering cans,**MTP**-***Agriculture learner’s book for grade 4 (2019)*** pg.35 | -Observation-Oral questions |  |
| 2 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Demonstrate care for growing fruit trees in the environment (**weeding**) | In groups learners to take care of established fruit trees such as guava and tomato tree by caring out **weeding** | How to we take care of established fruit trees? | Fruit trees,*Learner’s book pg*. 36 | Observation-Oral questions |  |
| 3 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Demonstrate care for growing fruit trees in the environment (**protection)** | In groups learners to take care of established fruit trees such as guava and tomato tree by caring out protection | How to we take care of established fruit trees?(guava) | Fruit trees,*Learner’s book pg*.35 | Observation-Oral questions |  |
| **3** | 1 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Demonstrate care for growing fruit trees in the environment (out removal of **excess branches**,) | In groups learners to take care of established fruit trees such as guava and tomato tree by carrying out removal of excess branches, manuring | How do we prune fruit tree branches | Fruit trees,**MTP**-***Agriculture learner’s book for grade 4 (2019)*** pg 35 | Observation-Oral questions |  |
| 2 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Identify right stage for harvesting fruits to avoid wastage | In groups learners share experiences on how to identify a ripe fruit such as guava and tomato  | When are fruits ready for harvesting? | Fruit trees, ripe fruits and un-ripe f *Learner’s book pg*. ruitsLearners bk pg 36 | Observation-Oral questions |  |
| 3 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Identify right stage for harvesting fruits to avoid wastage | In groups learners share experiences on how to identify a ripe fruit such as guava and tomato | When are fruits ready for harvesting? | ripe fruits and un-ripe fruits*Learners bk pg 37* | Observation-Oral questions |  |
| **4** | 1 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: Harvest fruits appropriately to reduce damages | In groups learners to take carry out harvesting of fruits such as guava and tomato | How are fruits harvested? | Pictures in ppla text book, digital devices**MTP**-***Agriculture learner’s book for grade 4 (2019)*** pg  | Observation-Oral questions |  |
| 2 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: manage growing fruits in school and community | Learners apply acquired skills to plant and care for fruit tree-watch video clips on how to manage fruits | How do we manage fruit trees? | Digital devices*Learner’s book pg*.37 | Observation-Oral questions |  |
| 3 | **-Edible crop gardening** | By the end of the sub-strand the learner should be able to: -manage growing fruits in school and community-Appreciate importance of consuming fruits for nutrition  | -Learners watch video clips on the importance of eating fruits for nutrition-Discuss importance of eating fruits for nutrition | Why is eating fruits recommended? | Digital devices*Learner’s book pg*.37 | Observation-Oral questions |  |
| **5** | 1 | **DOMESTIC ANIMALS** | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: identify types of domestic animals in the community | Learners to visit neighbouring farms to explore various types of domestic animals and their uses and also distinguish male and female animals | Which domestic animals are kept by farmers? | Local environment**MTP**-***Agriculture learner’s book for grade 4 (2019)*** pg 38 | Observation-Oral questions |  |
| 2 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: identify types of domestic animals in the community | -Discuss various types of domestic animalsIn groups learners share experiences on the types of domestic animals found in their community | What domestic animals are found in our community? | Picture cut-out of domestic animals, digital devices*Learner’s book pg*.38 | Observation-Oral questions |  |
| 3 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: Distinguish between male and female domestic animals | -learners discuss differences between male and female animals | How do you tell the difference between male and female domestic animals? | Pictures in pupil’s text book, digital device *Learner’s book pg*. 40 | Observation-Oral questions |  |
| **6** | 1 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: Distinguish between male and female domestic animals | Learners watch a video clip on various types of domestic animals and their uses | What are the uses of domestic animals? | Pictures in pupil’s text book, digital devices*Learner’s book pg*.40 | Observation-Oral questions |  |
| 2 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: Relate various domestic animals to their uses. | In groups learners match the domestic animals to their uses ( *cattle, sheep, goat, and poultry)*Learners play and share games on domestic animals and their uses | What are the uses of domestic animals? | Pictures in pupil’s text book, digital devices*Learner’s book pg41* | Observation-Oral questions |  |
| 3 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: Relate various domestic animals to their uses. | -learners sketch diagrams of domestic animals explored in the activities | How do we relate domestic animals to their uses? | Pictures in pupil’s text book, digital devices*Learner’s book pg*.42 | Observation-Oral questions |  |
| **7** | 1 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: source for information on types of domestic animals | Learners use digital devices to search for information on types of domestic animals | What types of domestic animals are found in our community? | Pictures in pupil’s text book, digital devices*Learner’s book pg*.42 | Observation-Oral questions |  |
| 2 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to source for information on types of domestic animals | -In groups learners select and store photos on types domestic animals using appropriate methods digital or physical photo albumsLearners consult a resource person such as ICT specialist to guide in various methods of storing photos | How do we store photos of domestic animals? | Pictures in pupil’s text book, digital devices*Learner’s book pg*.43 | Observation-Oral questions |  |
| 3 | -Domestic animals and their uses | By the end of the sub-strand the learner should be able to: : explain importance of domestic animals-Appreciate the importance of domestic animals to human beings | -learners to make presentations on photos acquired and stored. | What is benefits do we get from domestic animals? | Pictures in pupil’s text book, digital devices*Learner’s book pg*.43 | Observation-Oral questions |  |
| **8** | 1 | **GARDENING PRACTICES** | **Crops for gardening****a)vegetables** | By the end of the sub-strand the learner should be able to: -Give the meaning of a vegetable crop-Identify main vegetable crops grown in Kenya | Learners to watch a video clip or visit a farm to explore types of vegetables grown such as carrots, spinach, tomatoes-In pairs learners suggest the meaning of vegetable cropsIn groups learners to identify various vegetable crops grown in Kenya | What are vegetable crops | Vegetables, pictures in pupil text book*Learner’s book pg*. 44 | Observation-Oral questions |  |
| 2 | **vegetables** | By the end of the sub-strand the learner should be able to: Classify vegetable crops according to the part eaten-Appreciate the importance of vegetable crops in the food we eat | In groups learners to classify vegetable crops according to parts eaten -learners apply acquired skills to prepare vegetables for consumption at home | How can we classify vegetable crops? | Vegetables, pictures in pupil text book*Learner’s book pg*.47 | Observation-Oral questions |  |
| 3 | **b)Cereals** | By the end of the sub-strand the learner should be able to: -Give the meaning of a cereal crop-Identify main cereal crops grown in Kenya | Learners to watch a video clip or visit a farm to explore types of cereals grown such as wheat, maize, rice-In pairs learners suggest the meaning of cereal cropsIn groups learners to identify various cereal crops grown in Kenya | What are cereal crops? | Maize, rice, wheat, *Learner’s book pg*.49 | Observation-Oral questions |  |
| **9** | 1 | **Cereals** | By the end of the sub-strand the learner should be able to: Develop a display of various types of cereal grains in the classroom-Appreciate the importance of cereal crops in the food we eat | In groups learners to collect, mount and label cereal grains on a manila paper for display-learners assist parents or guardians in activities for preparing cereals for consumption | Which cereal crops do you know? | Scissors, glue, manila papers, grains*Learner’s book pg*.51 | Observation-Oral questions |  |
| 2 | **c)Legumes** | By the end of the sub-strand the learner should be able to: -Give the meaning of a legume crop-Identify main legume crops grown in Kenya | Learners to watch a video clip or visit a farm to explore types of legumes grown such as beans, green grams, peas -In pairs learners suggest the meaning of legume cropsIn groups learners to identify various legume crops grown in Kenya | What are Legume crops? | beans, green grams, peas *Learner’s book pg*.53 | Observation-Oral questions |  |
| 3 | **Legumes** | By the end of the sub-strand the learner should be able to: Develop a display of various types of legume seeds in the classroom-Appreciate the importance of legume crops in the food we eat | In groups learners to collect, mount and label legume seeds on a manila paper for display-learners assist parents or guardians in activities for preparing legumes for consumption-legumes to carry out an activity of matching crops to their respective categories ( vegetables, cereals, legumes) | Which legume crops do you know? | beans, green grams, peas , Scissors, glue, manila papers, grains *Learner’s book pg*. 55 | Observation-Oral questions |  |
| **10** | -Revision of content covered in the term in preparation for assessments |  |
| **11** | **ASSESSMENTS** |  |