**GRADE 6 MTP ACTIVITIES**

**SCHEMES OF WORK TERM 1**

School……………………….. Teacher’s Name………………………….. Term………………… Year ………

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| **week** | **Lsn** | **Strand/ Theme** | **Sub –strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment method** | **refl** |
| **1** | **1** | **CONSERVING OUT ENVIRONMENT** | **Soil erosion:** meaning of soil erosion | ***By the end of the sub strand learners should be able to:***   1. Explain the meaning of soil erosion in the environment 2. Observe pictures of soil erosion 3. Appreciate the role of soil conservation | How does soil erosion occurs?  How is soil erosion controlled? | **In pairs or groups**  **learners to;**   * Brainstorm the meaning of soil erosion * Observe videos or clips on soil erosion. | * Video clip on (gulley, rill, splash) erosion and control structures and measures (gabions and terraces. Cover crop).   ***MTP Agriculture Learners Bk Grade 6 Pg. 1***  ***MTP Agriculture TG grade 6 Pg.37*** | * Observation * Written test * Portfolio * Oral questions |  |
|  | **2** |  | **Types of soil erosion** | ***By the end of the sub strand learners should be able to:***   1. Identify the type of soil erosion in the environment 2. Observe and watch clips on different types of soil erosion 3. Appreciate the role of soil conservation in maintaining agricultural environment | How does soil erosion occurs?  How is soil erosion controlled? | **In pairs or groups**  **learners to;**   * Learners to visit the neighbouring environment to identify different types of soil erosion (**sheet erosion, gulley, rill and splash** * Learners watch clips on the different types of soil erosion | * Video clip on (gulley, rill, splash) erosion and control structures and measures (gabions and terraces. Cover crop).   ***MTP Agriculture Learners Bk Grade 6 Pg. 2-4***  ***MTP Agriculture TG grade 6 Pg.38-41*** | * Observation * Written test * Portfolio * Oral questions |  |
|  | **3** |  | **Splash erosion** | ***By the end of the sub strand learners should be able to:***   1. Explain splash erosion 2. Demonstrate practically how splash erosion occur 3. Appreciate the role of soil conservation in maintaining agricultural environment | How does soil erosion occurs?  How is soil erosion controlled? | In pairs or groups learners to :   * To use experiment method to demonstrate how splash erosion occurs. | * Video clip on (gulley, rill, splash) erosion and control structures and measures (gabions and terraces. Cover crop).   ***MTP Agriculture Learners Bk Grade 6 Pg. 2-4***  ***MTP Agriculture TG grade 6 Pg.38-41*** | * Observation * Written test * Portfolio * Oral questions |  |
| **2** | **1** |  | **Sheet erosion** | ***By the end of the sub strand learners should be able to:***   1. Explain sheet erosion 2. Demonstrate practically how sheet erosion occurs. 3. Appreciate the role of soil conservation in maintaining agriculture. | How does soil erosion occurs?  How is soil erosion controlled? | In pairs or groups learners to :  To use experiment method to demonstrate how sheet erosion occurs. | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop   ***MTP Agriculture Learners Bk Grade 6 Pg. 5-6***  ***MTP Agriculture TG grade 6 Pg.42-44*** | * Observation * Written test * Portfolio * Oral questions |  |
|  | **2** |  | **Rill erosion** | ***By the end of the sub strand learners should be able to:***   1. Explain rill erosion 2. Demonstrate how rill erosion occurs 3. Appreciate the role of soil conservation in maintaining agricultural environment | How does soil erosion occurs?  How is soil erosion controlled? | In pairs or groups learners to :  To use experiment method to demonstrate how rill erosion occurs. | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop.   ***MTP Agriculture Learners Bk Grade 6 Pg. 7-8***  ***MTP Agriculture TG grade 6 Pg.45-46*** | * Observation * Written test * Portfolio * Oral questions |  |
|  | **3** |  | **Gully erosion** | ***By the end of the sub strand learners should be able to:***   1. Explain gully erosion 2. Demonstrate how gully erosion occurs. 3. Observe areas where gully erosion has occurred 4. Appreciate the role of soil conservation in maintaining agricultural | How does soil erosion occurs?  How is soil erosion controlled? | In pairs or groups learners to :  To use experiment method to demonstrate how gully erosion occurs. | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop.   ***MTP Agriculture Learners Bk Grade 6 Pg. 9-11***  ***MTP Agriculture TG grade 6 Pg.46-49*** | * Observation * Written test * Portfolio * Oral questions |  |
| **3** |  | **1** | **Methods of controlling soil erosion** (*sheet and splash erosion)* | ***By the end of the sub strand learners should be able to:***   1. Differentiate between sheet and splash erosion in the environment 2. Observe different methods of controlling sheet and splash erosion 3. Appreciate the role of soil conservation in maintaining agricultural Environment. | How does soil erosion occurs?  How is soil erosion controlled? | in pairs or groups learners to :   * brainstorm on how sheet and splash erosion should be controlled | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop.   ***MTP Agriculture Learners Bk Grade 6 Pg. 12-18***  ***MTP Agriculture TG grade 6 Pg.50-54*** | * Observation * Written test * Portfolio * Oral questions |  |
|  |  | **2** | **Methods of controlling soil erosion (sheet and splash erosion** | ***By the end of the sub strand learners should be able to:***   1. Differentiate between splash and sheet erosion in the environment 2. Observe the different methods of controlling sheet and splash erosion 3. Appreciate the role of soil conservation in maintaining agricultural Environment | How does soil erosion occurs?  How is soil erosion controlled? | In pairs or groups learners to :  Brainstorm on how splash and sheet erosion could be controlled | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop.   ***MTP Agriculture Learners Bk Grade 6 Pg. 12-18***  ***MTP Agriculture TG grade 6 Pg.50-54*** | * Observation * Written test * Portfolio * Oral questions |  |
|  |  | **3** | **Methods of controlling soil erosion (gully and rill erosion)** | ***By the end of the sub strand learners should be able to:***   1. Differentiate between gully and rill erosion in the environment 2. Observe the different methods of controlling gully and rill erosion 3. Appreciate the role of soil conservation in maintaining agricultural Environment. | How does soil erosion occurs?  How is soil erosion controlled? | in pairs or groups learners to :   * Brainstorm on how gully and rill erosion could be controlled | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop.   ***MTP Agriculture Learners Bk Grade 6 Pg. 12-18***  ***MTP Agriculture TG grade 6 Pg.50-54*** | * Observation * Written test * Portfolio * Oral questions |  |
| **4** |  | **1** | **Methods of controlling soil erosion (gully and rill erosion)** | ***By the end of the sub strand learners should be able to:***   1. Differentiate between gully and rill erosion 2. Observe the different methods of controlling gully and rill erosion 3. Appreciate the role of soil conservation in maintaining agricultural Environment | How does soil erosion occurs?  How is soil erosion controlled? | In pairs or groups learners to :   * Brainstorm on how gully and rill erosion could be controlled. | * Video clips on soil erosion (gulley, rill, splash and sheet erosion) and control structures/ e.g gabions, terraces and cover crop.   ***MTP Agriculture Learners Bk Grade 6 Pg. 12-18***  ***MTP Agriculture TG grade 6 Pg.50-54*** | * Observation * Written test * Portfolio * Oral questions |  |
|  |  | **2** | **Water conservation** | ***By the end of the sub strand learners should be able to:***   1. Identify different types of seed bed that conserves soil moisture 2. Use IT device to observe different types of seedbeds that conserves soil moisture 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth | How can seedbeds be made to conserve moisture? | in pairs or groups learners to :   * brainstorm or share experiences on the types of seedbed that conserve soil moisture e.g sunken **beds and shallow pits** * watch video clips on various types of seedbeds that conserves moisture such as sunken beds and shallow pits | * garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 19***  ***MTP Agriculture TG grade 6 Pg.55-56*** | * Observation * Written test * Portfolio * Oral questions |  |
|  |  | **3** | **Sunken beds** | ***By the end of the sub strand learners should be able to:***   1. Identify ways of making sunken beds 2. Watch video clips using IT devices on sunken beds 3. Appreciate the importance of conserving soil moisture to improve plant growth | How can seedbeds be made to conserve moisture? | in pairs or groups learners to :   * brainstorm or share experiences on the types of seedbed that conserve soil moisture e.g sunken **beds and shallow pits** | * Garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 20-21***  ***MTP Agriculture TG grade 6 Pg.57*** | * Observation * Written test * Portfolio * Oral questions |  |
| **5** |  | **1** | **Sunken beds** | ***By the end of the sub strand learners should be able to:***   1. Identify ways of making sunken beds 2. Prepare materials for making sunken seedbeds | How can seedbeds be made to conserve moisture? | in pairs or groups learners to :  brainstorm or share experiences on the types of seedbed that conserve soil moisture e.g sunken ***beds and shallow pits*** | * Garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 20-21***  ***MTP Agriculture TG grade 6 Pg.57*** | * Observation * Written test * Portfolio * Oral questions |  |
|  |  | **2** | **Sunken beds** | ***By the end of the sub strand learners should be able to:***   1. explain how sunken seedbed conserve soil moisture 2. prepare sunken bed using locally available materials 3. Appreciate the importance of conserving soil moisture in a seedbed to improve plant growth. | How can seedbeds be made to conserve moisture? | In pairs or groups learners to :   * Brainstorm and share experiences on types of seedbeds that conserves moisture such as sunken ***beds and shallow pits*** | * Garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 20-21***  ***MTP Agriculture TG grade 6 Pg.57*** | * Observation * Written test * Portfolio * Oral questions |  |
|  |  | **3** | **Shallow pits** | ***By the end of the sub strand learners should be able to:***   1. Identify ways of making a shallow pits 2. Watch clips using IT devices on swallow pit 3. Appreciate the importance of moisture in seedbed to improve plant growth | How can seedbeds be made to conserve moisture? | Brainstorm and share experiences on types of seedbeds that conserves moisture such as sunken ***beds and shallow pits*** | * Garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 22-23***  ***MTP Agriculture TG grade 6 Pg.58-61*** | * Observation * Written test * Portfolio   Oral questions |  |
| **6** | **1** |  | **Shallow pits** | ***By the end of the sub strand learners should be able to:***   1. Identify ways of making a shallow pits 2. Make a shallow pit using locally available 3. Appreciate the importance of conserving moisture in a seedbed to improve plant growth | How can seedbeds be made to conserve moisture? | **In pairs or groups learners to :**  Brainstorm and share experiences on types of seedbeds that conserves moisture such as sunken ***beds and shallow pits*** | * Garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 22-23***  ***MTP Agriculture TG grade 6 Pg.58-59*** | * Observation * Written test * Portfolio   Oral questions |  |
|  | **2** |  | **Importance of conserving moisture in a seedbed** | ***By the end of the sub strand learners should be able to:***   1. identify different methods of conserving moisture in a seedbed 2. use IT devices to find out the importance of conserving moisture in a seedbed 3. appreciate the importance of moisture in a seedbed to improve plant growth | How can seedbeds be made to conserve moisture? | **In pairs or groups learners to :**   * prepare seedbeds such as sunken beds and shallow pits to conserve moisture * collaborate with their parents and guardians to practice water conservation using sunken beds and shallow pits | * Garden tools; jembe, spades, panga, slasher and rake * Mulch materials, digital resources and planting material.   ***MTP Agriculture Learners Bk Grade 6 Pg. 24-25***  ***MTP Agriculture TG grade 6 Pg.59-61*** | * Observation * Written test * Portfolio   Oral questions |  |
|  | **3** | **LIVING BETTER WITH ANIMAKS** | **Observing pictures** | ***By the end of the sub strand learners should be able to:***   1. Find the information on deterrents of wild animals against farming activities 2. Observe pictures of various animals 3. Acknowledge the importance of deterrents in conserving small wild animals while safeguarding farming activities | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**  Search for the information son the use of deterrent that keep off wild animals from destroying crops and farm animals; deterrents such as wire mesh fence, safe traps, deflectors, innovative lights, innovative sounds devices and thorny fences   * Learners to watch video clips or listen to resource person on deterrent of small wild animals that destroy crops and domestic animals | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 26-27***  ***MTP Agriculture TG grade 6 Pg.63-70*** | * Observation * Written test * Portfolio   Oral questions |  |
| **7** | **1** |  | **Use of fences to keep away wild animals** | ***By the end of the sub strand learners should be able to:***   1. Identify deterrent that keeps off wild animals from destroying crops and domestic animals 2. Use fences to keep wild animals away from destroying crops 3. Acknowledge the importance of deterrents in conserving wild animals while safeguarding farming activities | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**   * brainstorm and share experience on deterrent of wild animals that destroy crops and domestic animals * consult a resource person such as wild animals officer to give guide I various methods used by the community to keep off wild animals from destroying crops and domestic animals | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 28-29***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Written tests  Graded observations of groups work activities  Project portfolio |  |
|  | **2** |  | **Use of innovative lights to control wild animals** | ***By the end of the sub strand learners should be able to:***   1. Establish deterrents to keep off wild animals from destroying crops and domestic animals 2. Use innovative light to control wild animals 3. Acknowledge the importance of deterrent in conserving small wild animals while safeguarding farming activities | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**  **E**stablish deterrent against wild animals from destroying crops and domestic animals such as wire mesh fence, safe traps, deflectors, innovative lights, innovative sounds devices and thorny fences | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 30-31***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Written tests  Graded observation.  Oral assessment  on animal rearing  Practices. |  |
|  | **3** |  | **Making sound deterrent** | ***By the end of the sub strand learners should be able to:***   1. Identify locally available materials for making deterrents 2. Use locally available materials like spoilt cassette to make sound deterrent. 3. Acknowledge the importance of deterrent in conserving small wild animals while safeguarding farming activities. | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**  Collaborate with the parent and guidance to improvise deterrents against wild animals from destroying crops and animals without killing them. | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 31-32***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Written tests  Graded observation.  Oral assessment  on animal rearing  Practices. |  |
| **8** | **1** |  | **Making a bird feeding table** | ***By the end of the sub strand learners should be able to:***   1. Identify locally available materials for making birds feeding table 2. Use locally available materials like spoilt cassette to make sound birds feeding table. 3. Acknowledge the importance of deterrent in conserving small wild animals while safeguarding farming activities. | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**  Collaborate with the parent and guidance to improvise deterrents against wild animals from destroying crops and animals without killing them. | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 32***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Written tests  Graded observation.  Oral assessment  on animal rearing  Practices. |  |
|  | **2** |  | **Making a bird feeding table** | ***By the end of the sub strand learners should be able to:***   1. Identify locally available materials for making birds feeding table 2. Use locally available materials like spoilt cassette to make sound birds feeding table. 3. Acknowledge the importance of deterrent in conserving small wild animals while safeguarding farming activities. | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**  Collaborate with the parent and guidance to improvise deterrents against wild animals from destroying crops and animals without killing them. | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 32***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Written tests  Graded observation.  Oral assessment  on animal rearing  Practices. |  |
|  | **3** |  | **Important of deterrent in conserving wild animals** | ***By the end of the sub strand learners should be able to:***   1. Store photo records from digital resources on deterrents of wild animals for reference purpose 2. Discuss other ways of scaring wild animals 3. Acknowledge the importance of deterrent in conserving small wild animals while safeguarding farming activities. | What innovative deterrents can we use to keep off wild animals form destroying domestic animals and crops? | **In pairs or groups learners to :**  search for photos complete them and male presentation using phots on deterrents of wild animals from crops and domestic animals | * Video clips * Photos * Resource Persons   ***MTP Agriculture Learners Bk Grade 6 Pg. 33-34***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Written tests  Graded observation.  Oral assessment  on animal rearing  Practices. |  |
| **9** | **1** | **Creeping crops** | **Identifying creeping crops** | ***By the end of the sub strand learners should be able to:***   1. Identify various creeping crops in the region 2. Watch a video clip on creeping crops. 3. Demonstrate care for creeping crops | What are planting materials for creeping crops? | **In pairs or groups learners to :**  Use materials such as media print materials and real objects to identify various creeping crops which include varieties of melons, pumpkins, strawberries, cucumbers and calabash. | * Gardening tools and equipment , assorted seeds of creeping crops such as melons, cucumbers, pumpkins and calabash * Planting materials for creeping crops such as seedling, cuttings and splits and organic manure.   ***MTP Agriculture Learners Bk Grade 6 Pg. 35-36***  ***MTP Agriculture TG grade 6 Pg.63-70*** | Oral questions  Written test |  |
|  | **2** |  | **Identifying planting materials** | ***By the end of the sub strand learners should be able to:***   1. Identify suitable method for establishing creeping crops 2. Watch a video clip on creeping crops. 3. Demonstrate care for creeping crops | What are planting materials for creeping crops? | **In pairs or groups learners to :**  Discuss suitable planting material for creeping crops such as seeds, cuttings and splits. | * Gardening tools and equipment , assorted seeds of creeping crops such as melons, cucumbers, pumpkins and calabash * Planting materials for creeping crops such as seedling, cuttings and splits and organic manure.   ***MTP Agriculture Learners Bk Grade 6 Pg. 37***  ***MTP Agriculture TG grade 6 Pg.75-76*** | Oral questions  Written test |  |
|  | **3** |  | **Collecting planting materials** | ***By the end of the sub strand learners should be able to:***   1. Identify where planting materials for creeping crops can be obtained 2. Use IT device to obtain more information on planting materials 3. Demonstrate care for creeping crops | What are planting materials for creeping crops? | **In pairs or groups learners to :**   * Suggest where planting materials for creeping crops could be obtained * With the help of the parent or guardian , learners to collect suitable planting materials for creeping crops**.** | * Gardening tools and equipment , assorted seeds of creeping crops such as melons, cucumbers, pumpkins and calabash * Planting materials for creeping crops such as seedling, cuttings and splits and organic manure.   ***MTP Agriculture Learners Bk Grade 6 Pg. 38***  ***MTP Agriculture TG grade 6 Pg.77*** | Oral questions  Written test |  |
| **10** | **1** |  | **Collecting planting materials** | ***By the end of the sub strand learners should be able to:***   1. Identify where planting materials for creeping crops can be obtained 2. Use IT device to obtain more information on planting materials 3. Collect suitable materials for creeping crops from the local environment 4. Demonstrate care of creeping crop | What are planting materials for creeping crops? | **In pairs or groups learners to :**   * Suggest where planting materials for creeping crops could be obtained * With the help of the parent or guardian , learners to collect suitable planting materials for creeping crops**.** | * Gardening tools and equipment , assorted seeds of creeping crops such as melons, cucumbers, pumpkins and calabash * Planting materials for creeping crops such as seedling, cuttings and splits and organic manure.   ***MTP Agriculture Learners Bk Grade 6 Pg. 38***  ***MTP Agriculture TG grade 6 Pg.77*** | Oral questions  Written test |  |
|  | **2** |  | **Preparing seedbed** | ***By the end of the sub strand learners should be able to:***   1. Establish a creeping crop on a sloppy land 2. Prepare seeds for planting 3. Appreciate the importance of creeping crops | How can we prepare planting materials for creeping crops?  How are creeping crops established? | **In pairs or groups learners to :**  Prepare suitable planting material from creeping crops in readiness for planning, such preparations include; ***extracting, sorting, cleaning and drying seeds, selecting and making sizeable cuttings at appropriate portions*** | * Gardening tools and equipment , assorted seeds of creeping crops such as melons, cucumbers, pumpkins and calabash * Planting materials for creeping crops such as seedling, cuttings and splits and organic manure.   ***MTP Agriculture Learners Bk Grade 6 Pg. 39-41***  ***MTP Agriculture TG grade 6 Pg.78-79*** | Oral questions  Written test |  |
|  |  |  | **Preparing seedbed** | ***By the end of the sub strand learners should be able to:***   1. Establish a creeping crop on a sloppy land 2. Prepare seeds for planting 3. Appreciate the importance of creeping crops | How can we prepare planting materials for creeping crops?  How are creeping crops established? | **In pairs or groups learners to :**  Prepare suitable planting material from creeping crops in readiness for planning, such preparations include; ***extracting, sorting, cleaning and drying seeds, selecting and making sizeable cuttings at appropriate portions*** | * Gardening tools and equipment , assorted seeds of creeping crops such as melons, cucumbers, pumpkins and calabash * Planting materials for creeping crops such as seedling, cuttings and splits and organic manure.   ***MTP Agriculture Learners Bk Grade 6 Pg. 39-41***  ***MTP Agriculture TG grade 6 Pg.78-79*** | Oral questions  Written test |  |