

2025 GRADE 8 MTP AGRICULTURE AND NUTRITION SCHEMES OF WORK - TERM 2

SCHOOL..... TEACHER’S NAME..... YEAR 2025

We ek	Les son	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Animal Production	Preservation of Animal Product	By the end of the lesson, the learner should be able to: a) Define the term, ‘shelf life’ b) Identify reasons for preparing animal products. c) Investigate animal products shelf life. d) Appreciate the importance of shelf life.	<ul style="list-style-type: none"> In groups or in pairs, learners are guided to define the term, ‘shelf life’ In groups or in pairs, learners are guided to identify reasons for preparing animal products In groups or in pairs, learners are guided to investigate animal products shelf life 	What is shelf life?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 76</u>	Oral questions Oral Report Observation	
	2	Animal Production	Methods of preserving meat	By the end of the lesson, the learner should be able to: a) List the methods used to preserve meat in their locality. b) Use digital devices and other reference materials to search for information on methods of preserving meat. c) Appreciate the methods used to preserve meat in their locality.	<ul style="list-style-type: none"> In groups or in pairs, learners are guided to list the methods used to preserve meat in their locality In groups or in pairs, learners are guided to use digital devices and other reference materials to search for information on methods of preserving meat 	What are some of the methods of preserving meat?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 76-77</u>	Oral questions Oral Report Observation	
	3	Animal Production	Methods of preserving meat	By the end of the lesson, the learner should be able to: a) Identify the method of preserving meat that is applicable to their home life and locality. b) Demonstrate the methods of preserving meat. c) Appreciate the methods used to preserve meat.	<p>In groups or in pairs, learners are guided to identify the method of preserving meat that is applicable to their home life and locality</p> <p>In groups or in pairs, learners are guided to demonstrate the methods of preserving meat</p>	Which method do you use at home to preserve meat?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 77-78</u>	Oral questions Oral Report Observation	
	4	Animal Production	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) List the methods used in their locality to preserve milk. b) Discuss the methods that Maria’s family can use to preserve the milk. c) Appreciate the methods used to preserve milk.	<p>In groups or in pairs, learners are guided to list the methods used in their locality to preserve milk</p> <p>In groups or in pairs, learners are guided to discuss the methods that Maria’s family can use to preserve the milk.</p>	How can Maria’s family preserve milk to ensure they use all of it without getting spoilt?	Pictures Charts Realia Computing devices MTP; Agriculture Learner’s Book Grade 8 pg. 78	Oral questions Oral Report Observation	
2	1	Animal Production	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) Identify methods of preserving milk. b) Use digital devices and other reference materials to search for information on methods of preserving milk. c) Do Activity 5 in learner’s book 8 page 79 d) Have fun and enjoy the activity.	<p>In groups or in pairs, learners are guided to identify methods of preserving milk</p> <p>In groups or in pairs, learners are guided to use digital devices and other reference materials to search for information on methods of preserving milk.</p> <p>In groups or in pairs, learners are guided to do Activity 5 in learner’s book 8 page 79</p>	Which method do you use to preserve milk?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 79</u>	Oral questions Oral Report Observation	
	2	Animal Production	Methods of preserving milk	By the end of the lesson, the learner should be able to: a) Identify the method of preserving milk that is applicable to their home life and locality. b) Demonstrate the methods of preserving milk. c) Appreciate the methods used to preserve milk	<p>In groups or in pairs, learners are guided to identify the method of preserving milk that is applicable to their home life and locality</p> <p>In groups or in pairs, learners are guided to demonstrate the methods of preserving milk</p>	Which method do you use to preserve milk at home?	Pictures Charts Realia Computing devices <u>MTP; Agriculture Learner’s Book Grade 8 pg. 79-80</u>	Oral questions Oral Report Observation	
	3	Animal Production	Revision	By the end of the lesson, the learner should be able to: a) Answer topical Questions correctly	Learners are guided to Answer topical questions Correctly	What have You learnt About preserving meat and milk?	MTP; Agriculture Learner’s Book Grade 8 pg. 80 Assessment Books Digital devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Cooking Carbohydrat	By the end of the lesson, the learner should be able to:	In groups, in pairs or individually, learners are guided	What are the methods of	MTP; Home Science	Oral questions	

			e Rich Foods; Methods of heat transfer when cooking foods	a) Brainstorm on methods of heat transfer applied when cooking foods. b) Explain the meaning of conduction, convection and radiation. c) Draw a tree or flow chart showing the classification of carbohydrate rich foods. d) Appreciate the methods of heat transfer applied when cooking foods.	to brainstorm on methods of heat transfer applied when cooking foods In groups, in pairs or individually, learners are guided to explain the meaning of conduction, convection and radiation In groups, in pairs or individually, learners are guided to draw a tree or flow chart showing the classification of carbohydrate rich foods	heat transfer when cooking food?	Learner’s Book Grade 8 pg. 14-15 Pictures Charts Realia Computing devices	Oral Report Observation	
3	1	Food and Nutrition	Classifying carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Explain the meaning of simple sugars, double sugars and starchy foods. b) Give examples of simple sugars, double sugars and starchy foods. c) Classify carbohydrates rich foods. d) Appreciate the importance of carbohydrates.	In groups, in pairs or individually, learners are guided to explain the meaning of simple sugars, double sugars and starchy foods. In groups, in pairs or individually, learners are guided to give examples of simple sugars, double sugars and starchy foods In groups, in pairs or individually, learners are guided to classify carbohydrates rich foods	What are carbohydrates?	MTP; Home Science Learner’s Book Grade 8 pg.15-17 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) Explain the meaning of gelatinization and dextrinization. b) State the difference in consistency between the foods. c) Investigate the effects of dry and moist heat on carbohydrates rich foods. d) Appreciate the effects of heat on carbohydrate rich foods.	In groups, in pairs or individually, learners are guided to explain the meaning of gelatinization and dextrinization. In groups, in pairs or individually, learners are guided to state the difference in consistency between the foods. In groups, in pairs or individually, learners are guided to investigate the effects of dry and moist heat on carbohydrates rich foods	What is gelatinization? What is dextrinization?	MTP; Home Science Learner’s Book Grade 8 pg. 17-18 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to boil carbohydrates. b) Outline the steps to follow when boiling carbohydrates. c) Investigate the effect of moist heat on carbohydrates rich foods such as rice. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to list the requirements needed to boil carbohydrates. In groups, in pairs or individually, learners are guided to outline the steps to follow when boiling carbohydrates In groups, in pairs or individually, learners are guided to investigate the effect of moist heat on carbohydrates rich foods such as rice	How do you boil rice?	MTP; Home Science Learner’s Book Grade 8 pg. 18-20 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to boil carbohydrates, such as porridge. b) Outline the steps to follow when cooking porridge. c) Investigate the effect of moist heat on carbohydrates rich foods such as porridge. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to list the requirements needed to boil carbohydrates, such as porridge. In groups, in pairs or individually, learners are guided to outline the steps to follow when cooking porridge. In groups, in pairs or individually, learners are guided to investigate the effect of moist heat on carbohydrates rich foods such as porridge.	How do you cook porridge?	MTP; Home Science Learner’s Book Grade 8 pg. 20-21 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
4	1	Food and Nutrition	Effects of heat on carbohydrate rich foods	By the end of the lesson, the learner should be able to: a) List the requirements needed to grill maize. b) Outline the steps to follow when grilling maize. c) Investigate the effect of dry heat on carbohydrates rich foods, by grilling maize. d) Have fun and enjoy doing the experiment.	In groups, in pairs or individually, learners are guided to list the requirements needed to grill maize. In groups, in pairs or individually, learners are guided to outline the steps to follow when grilling maize. In groups, in pairs or individually, learners are guided to investigate the effect of dry heat on carbohydrates rich foods, by grilling maize.	How do you grill maize?	MTP; Home Science Learner’s Book Grade 8 pg. 21-22 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	