

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 6 AGRICULTURE  
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	6
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Agriculture Grade 6 Curriculum Design (KICD)
2. Approved Agriculture Grade 6 Learner's Book
3. Approved Teacher's Guide
4. KNEC KPSEA Agriculture Framework 2026

CBC Edu Kenya · [cbcedukenya.com](http://cbcedukenya.com)

Aligned with KICD Curriculum Designs · Editable Word Document

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## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 6 AGRICULTURE.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **CROP PRODUCTION** | Sub-Strand: **Agricultural Importance**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Agriculture
<b>GRADE</b>	6
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	CROP PRODUCTION
<b>SUB-STRAND</b>	Agricultural Importance
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) State role b) Identify Kenyan farming c) Build appreciation
<b>KEY INQUIRY QUESTION(S)</b>	Why farming matters?
<b>CORE COMPETENCY</b>	Self-Efficacy; Creativity; Critical Thinking
<b>VALUES</b>	Accuracy, Safety-mindedness, Pride
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Career Awareness; Safety
<b>LEARNING RESOURCES</b>	Pictures

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Agricultural Importance by writing the key inquiry question on the board: "Why farming matters?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to state role. Display the resources for the lesson (Pictures) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "State role". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Share. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "Why farming matters?" and answer it now using the example you just completed. Connect

	explicitly to the SLO: "Identify Kenyan farming". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Agricultural Importance together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Agricultural Importance independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build appreciation".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Agricultural Importance? (2) How would you answer "Why farming matters?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Agricultural Importance in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **CROP PRODUCTION** | Sub-Strand: **Tools**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Agriculture
<b>GRADE</b>	6
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	CROP PRODUCTION
<b>SUB-STRAND</b>	Tools
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Identify b) Use safely c) Build practical
<b>KEY INQUIRY QUESTION(S)</b>	What tools?
<b>CORE COMPETENCY</b>	Self-Efficacy; Creativity; Critical Thinking
<b>VALUES</b>	Accuracy, Safety-mindedness, Pride
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Career Awareness; Safety
<b>LEARNING RESOURCES</b>	Tools

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Tools by writing the key inquiry question on the board: "What tools?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify. Display the resources for the lesson (Tools) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Show. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Demonstrate. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What tools?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use safely". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. practise Tools together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g.

	"now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Tools independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build practical".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Tools? (2) How would you answer "What tools?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Tools in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

— **END OF PREVIEW** —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 6 AGRICULTURE TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Crop Production	Agricultural Importance	a) State role b) Identify Kenyan farming c) Build appreciation	Why farming matters?	Discuss; share	Pictures	Oral, peer
1	2	Crop Production	Tools	a) Identify b) Use safely c) Build practical	What tools?	Show; demonstrate	Tools	Observation, peer
1	3	Crop Production	Land Preparation	a) Purposes b) Methods c) Apply	Why prepare land?	Visit demo plot	Demo plot	Practical, oral
2	1	Crop Production	Planting	a) Plant seeds b) Care c) Apply	How plant?	Demonstrate	Seeds, plot	Practical, peer
2	2	Crop Production	Caring	a) Water b) Weed c) Build habit	How plants grow?	Daily care	Plot	Observation, peer
2	3	Crop Production	Pests	a) Identify b) Control c) Apply	What pests harm?	Show pictures	Pictures	Oral, written
3	1	Crop Production	Harvesting	a) Timing b) Methods c) Apply	When and how?	Demonstrate	Plot, tools	Practical, peer
3	2	Crop Production	Storage	a) Store safely b) Avoid pests c) Apply	How store?	Show storage	Samples	Oral, peer
3	3	Crop Production	Selling	a) Identify markets b) Plan sale c) Apply	How sell?	Discuss	Articles	Oral, peer
4	1	Animal Husbandry	Domestic Animals	a) Identify b) Uses c) Apply	What animals?	List	Pictures	Oral, written
4	2	Animal Husbandry	Caring	a) Food/water b) Shelter c) Build empathy	How care?	Discuss	Pictures	Oral, peer
4	3	Animal Husbandry	Animal Products	a) Identify b) Uses c) Apply	What give us?	List	Pictures	Oral, peer
5	1	Animal Husbandry	Poultry	a) Manage chickens b) Plan c) Apply	How keep chickens?	Visit poultry	Real poultry	Practical, peer
5	2	Animal Husbandry	Goats	a) Manage goats b) Plan c) Apply	How keep goats?	Discuss	Pictures	Oral, written
5	3	Animal Husbandry	Dairy	a) Identify dairy b) Manage milk c) Apply	How dairy work?	Discuss	Pictures	Oral, peer
6	1	Soil	Types	a) Identify b) Match crops c) Apply	What soil for what?	Examine	Soil samples	Observation, written
6	2	Soil	Fertility	a) Identify b) Test c) Apply	Is soil fertile?	pH test	pH kit	Practical, peer
6	3	Soil	Conservation	a) Erosion b) Controls c) Apply	How stop erosion?	Walk; identify	Outdoor	Observation, peer

7	1	Water	Sources	a) Identify b) Conserve c) Apply	How farmers access water?	Discuss	Pictures	Oral, peer
7	2	Water	Irrigation	a) Methods b) Apply c) Build awareness	How irrigate?	Show methods	Pictures	Oral, written
7	3	Water	Saving Water	a) Methods b) Apply c) Build conservation	How save?	Pair pledge	Charts	Oral, peer
8	1	Compost	Pit	a) Make pit b) Maintain c) Apply	How compost?	Demonstrate	Materials	Practical, peer
8	2	Compost	Use	a) Apply b) Compare with chemical c) Apply	How use?	Apply to plot	Compost	Practical, observation
8	3	Compost	Organic Farming	a) Define b) Benefits c) Apply	Why organic?	Discuss	Charts	Oral, peer
9	1	Records	Production	a) Maintain b) Template c) Apply	Why records?	Show template	Templates	Written, peer
9	2	Records	Financial	a) Track b) Profit c) Apply	Did profit?	Worked example	Templates	Written, peer
9	3	Records	Inventory	a) Track b) Identify shortages c) Apply	What do we have?	Audit	Inventory	Written, peer
10	1	Mechanisation	Hand Tools	a) Identify b) Use safely c) Apply	How use hoe?	Demonstrate	Tools	Practical, peer
10	2	Mechanisation	Maintenance	a) Clean b) Sharpen c) Apply	How maintain?	Demonstrate	Tools	Practical, peer
10	3	Mechanisation	Modern	a) Identify b) Role c) Apply	Where tractors help?	Discuss	Pictures	Oral, peer
11	1	Safety	Farm Safety	a) Hazards b) PPE c) Build habit	How work safely?	Discuss	Charts	Oral, peer
11	2	Safety	First Aid	a) Identify b) Apply c) Build practical	First aid?	Demonstrate	First aid kit	Practical, peer
11	3	Career	Agric Careers	a) Identify b) Discuss paths c) Build vision	What careers?	Discuss	Career charts	Oral, peer
12	1	KPSEA	Mixed Practice	a) Past papers b) Manage time c) Build readiness	Am I ready?	Past papers	Past papers	Written, peer
12	2	KPSEA	Mock	a) Sit mock b) Improve c) Build confidence	Can complete?	Sit mock	Mock paper	Written, self-assess
12	3	KPSEA	Reflection	a) Identify weak b) Plan c) Build readiness	What needs work?	Reflection	Reflection sheet	Self-assess, peer

