

## Guided Session Plan Key Stage 1 Caring 4 Animals

### National curriculum links:

- Sc1- use first hand experience and simple information sources to answer questions.
- Sc1- recognise that there are hazards in living things and materials, and assess risks and take action to reduce risks to themselves and others.
- Sc2- pupils are taught that animals including humans, move, feed, grow, use their senses and reproduce.
- Sc2- pupils are taught to relate life processes to animals and plants found in the local environment.
- Sc2- recognise and compare the main external parts of the bodies of humans and other animals.
- Sc2- that humans and other animals need food and water to stay alive.
- Sc2- the role of drugs as medicines.
- Sc2- how to treat animals with care and sensitivity.
- Sc2- about the senses that enable humans and other animals to be aware of the world around them.

### Introduction:

Objectives:

To be able to identify what animals need to keep them safe and healthy.

To be able to describe the characteristics of different animals on the farm.

To know how to interact with different animals.

To assess how much the children already know

Introduction	Learning Outcomes
<p>A class of 30 will be divided into 2 groups. 1 group will have a 45min- 1hr guided session, 1 group have 45min-1hr self guided farm activities. Introduce the day by asking the children if they have any pets and what they need to give them to keep them safe and healthy. Identify the 5 freedoms of animals. Hunger/Thirst, Discomfort, Illness, Fear/Stress, Express normal Behaviour.</p> <ul style="list-style-type: none"> <li>• Food – We need to give animals the correct food.</li> </ul> <p>Explain <i>herbivores/carnivore /omnivores</i></p> <ul style="list-style-type: none"> <li>• Water – Animals need access to water all the time. If animals drink from a water bottle then they must have fresh water everyday. <i>What can you do with the old water so as not to waste it? Children think of ways to reuse the water e.g. water plants, wash cars/ bikes etc.</i></li> </ul> <ul style="list-style-type: none"> <li>• Space – Animals need room to exercise.</li> <li>• Health Check – We need to check the animals each day to make sure they are healthy.</li> </ul>	<p>To state the key needs of animals to keep them safe and healthy. To know which animals have feathers/fur/etc. To understand how animals are born (e.g.from an egg/womb) To stroke animals in the correct way</p>

<ul style="list-style-type: none"> <li>• Toys – animals like toys to play with to help them display normal behaviour eg. Tunnels for rabbits, footballs for pigs to push around with their nose.</li> </ul> <p>Explain about the farm and who's job it is to look after the animals.  Explain the role of the farmer.  Explain what activities and what they will be learning about today.  Discuss the health and safety for their farm tour.</p>	
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Activity	Outcomes Children:
<p><b>Tour of the Farm to include:</b></p> <p><b>Pets and Farm Animals</b></p> <p><b>Small mammal</b></p> <p><b>Large mammal</b></p> <p><b>Birds</b></p> <p><b>Tropical Invertebrates</b></p> <p><b>Herbivore/carnivore</b></p> <p>Example of programme:</p> <ul style="list-style-type: none"> <li>• Rabbits</li> <li>• Pigs</li> <li>• Goats</li> <li>• Chickens</li> <li>• Ferrets</li> <li>• TRF Invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various animals and their characteristics.</li> <li>• Recognise the life cycles of the animals.</li> <li>• Know the proper names of the animals and their babies.</li> <li>• know the habitats which the animals are from</li> <li>• identify the adaptations they have.</li> <li>• Understand that different animals have different needs and requirements. <i>E.g. Food</i></li> <li>• Recognise how to check the animals health and how to take care of them.</li> <li>• Understand the difference between a <i>herbivore</i> and a <i>carnivore</i>.</li> </ul>
<p><b>Rabbits</b></p> <p>Allow the children to look at the different types of rabbits.  <i>Can they count the different colours?</i>  Explain that this is the rabbit barn where the animals live.  <i>Can they see the food/water/bedding/toys area?</i>  Explain that the rabbits are different ages.  <i>What is a baby rabbit called?</i> Kitten  <i>Does a rabbit lay eggs or give birth?</i> Birth  Get the children to stand along the back wall, while you take a rabbit to show them.  Ask the children how they would check the animal is healthy?  Fur smooth/no knots/brushing the animal  Ears clean/no blockage  Nails Not too long/nail clippers</p>	

<p>Teeth Not too long/wood to chew on/check with vet  Diet/stomach –milk/no lettuce/dry food/veggies  Where do they need to take the animals if they are ill? Vets  Show the children have to hold a rabbit correctly – support its bottom  Show the children the correct way to stroke a rabbit – not on the face, stroke it from the head downwards.  Allow the children to take it in turns to stroke the rabbit.  Can they describe what it feels like?</p>	
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**Points to note**

Children may not expect to find any animals in the area. Dependant on seasons.  
Children may need to be reminded about replacing objects that they over turn when hunting for animals.

**Safety!**

When working outdoors, teachers should check that there is no broken glass etc. Sites unlikely to have been contaminated with dog faeces should be chosen. Ensure that children wash their hands after handling soil etc.

**PLTS**

**Independent enquirers** – activities will give the children opportunities to consider beliefs and attitudes through question and evaluation.

**Creative thinkers** – working in groups will allow children to explore and connect others’ ideas and experiences

**Reflective learners** – ask the children to set their own goals through invitation.

**Team workers**- working with other on activities, deciding on appropriate distribution of tasks and contributions

**Self-managers** - activities will allow children to embrace new challenges that require a scientific approach.

**Effective participators** – through discussion of activities children are able to improve their own performance based on others feedback

**VAK**

**Visual** – Activities and equipment will be demonstrated before hand – visual aids used where appropriate.

**Auditory** – Activities will be introduced to children through verbal communication and feedback at the end of the session

**Kinaesthetic** - Activities will require hands on approach through collecting and making exercises.

**Assessment for learning**

**Prior Knowledge** – Assessed during pre visit with teachers and introduction to session with emphasis on learning outcomes. Use questions to find out what the pupils know, understand and can do about the topic.

**Post Knowledge** – Children assessed at the end of session with plenary activity and built in review time. Encourage group and self evaluation at end of session.

Self assessment/peer assessment – Thumbs up/middle/down

Resources: