

## EXAMPLE LESSON PLAN

<b>SUBJECT:</b> Knowledge and understanding of the world (EYFS)	<b>DATE:</b> 27 <sup>th</sup> April 2010 - Morning Sessions
<b>YEAR GROUP:</b> Reception Foundation level	<b>NUMBER OF PUPILS:</b> 15 per group. 4 Groups
<b>SEN/LP:</b>	<b>EAL:</b>
<b>LESSON/SESSION OBJECTIVES:</b>  To be able to make and communicate observations and comparisons of humans and other animals using questioning skills.	
<b>KEY VOCABULARY:</b> animal, human, words relating to the senses; eye, ear, nose, see, hear, smell, leg, wing, beak, words for comparisons; tall, taller, like, similar, different	
<b>LESSON CONTENT AND ACTIVITIES</b> (inc timings) <p><b>Introduction (5 mins)</b> Explain that we are going to make comparisons of humans to other animals, today we are looking at animals usually found on a farm. How are we alike, how are we different. We'll be observing their face shapes, how many legs they have, what type of skin, fur or feather.</p> <p><b>Development (20 mins)</b> Move to the animal area. Children to gather around animal pen to observe specific animal, eg, sheep. Children asked to verbalise observations of the animal using visual, auditory and kinaesthetic experience. Initially some prompts maybe necessary 'what does the coat feel like, how many legs does it have, are any of its features the same as yours, eg number of legs, eyes? Teacher to then share a few 'facts' about the animal. When discussing further animals, comparisons can be made to previous animals eg; 'does the pig's coat feel like the sheeps?</p> <p><b>Plenary (5 mins)</b> Recap on what we have learnt about the characteristics of the animals and then make comparisons through question and answer session.</p>	
<b>RESOURCES/EQUIPMENT</b> Animals in pens - sheep, Shetland pony, chickens, ducks, pig, rabbit & guinea pig.	<b>RISK ASSESSMENT</b> (Full Risk Assessment form in booking pack) Start the session with H&S 'rules', do not touch your faces after petting animals until both used wipes and washed hands. Be aware of your behaviour around the animals, do not shout, or make sudden movements. Remember not to touch/poke near the eyes, ears, nose or mouth when petting. It is best to stroke top of heads.
<b>ASSESSMENT OPPORTUNITIES</b> Note use of language by children, type & content of questioning through session.	