

LESSON/SESSION PLAN

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| SUBJECT: Science NC SC2 Life processes and living things | DATE: / /13 |
| YEAR GROUP: KS1 Years 1&2 | NUMBER OF PUPILS: |
| SEN/LP: | EAL: |
| LESSON/SESSION OBJECTIVES: To be able to recognise that all animals have needs, that humans have a responsibility to ensure the well-being of animals. | |
| KEY VOCABULARY: animal, human, feed, live, shelter, groom, care | |
| LESSON CONTENT AND ACTIVITIES (inc timings) <p>Introduction (5 mins) Explain that we are going to learn about caring for animals. How do we look after them, what do they need? We will also think about whose responsibility/job it is?</p> <p>Development (mins) Each animal will be observed and considered separately with the same key points:</p> <ul style="list-style-type: none"> • Discuss where the animal lives - what type of shelter (stable/ark/coop - not usually in pens/cages). Who makes/provides the shelters? (farmer, owner) • Type of food the animal eats - grass, hay, 'nuts', grain, bugs & worms. Water to drink. Who provides the food & water? (farmer, owner) • What the animal produces - eggs, wool, meat, milk. • Grooming - coats & feet. Look at coats - would the sheep be hot with their coat in summer, what do we do to make them feel better - shear /cut them off like going to hairdressers. Horses need grooming/brushing to clean their coats, lose fur in summer like a cat or dog moults. Feet need cutting like nails by the farrier. Who has to make sure this happens (farmer, owner). • Look at those animals that can be used as a vehicle (horse, goat), what uses & how. <p>Children will be able to pet & groom the animals. Children encouraged to ask questions throughout the session.</p> <p>Plenary (5/10 mins) Recap on what we have learnt about the characteristics of the animals and then make comparisons through question and answer session. A chance for any further questions. General discussion on favourite animal seen & why.</p> | |
| RESOURCES/EQUIPMENT Animals in pens - Shetland pony or cow, chickens, ducks, geese, sheep, goat, pig and dog. Plus any young baby animals we have at the time of visit. | RISK ASSESSMENT (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. |
| ASSESSMENT OPPORTUNITIES Note use of language by children, type & content of questioning through session. | |