

LESSON/SESSION PLAN

SCHOOL

SUBJECT: Science (NC 09/14) Animals, including humans	DATE: / /14
YEAR GROUP: Year 1	NUMBER OF PUPILS:
National Curriculum 09/14 Statutory requirements <ul style="list-style-type: none"> • Identify and name a variety of common animals including birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals 	
I CAN: <ul style="list-style-type: none"> • List which animals are commonly found on farms. • Name the basic parts of animals other than humans. • Explain that some animal parts have a different name from the equivalent human part. • Sort the animals into groups based on their diet using the definitions; carnivore, herbivore and omnivore. 	
KEY VOCABULARY: animal, human, mammal, bird, carnivore, herbivore, omnivore, paw, hoof (cloven & full), horn, tail, beak/bill, whiskers,	
LESSON CONTENT AND ACTIVITIES (inc timings) <p>Introduction (5-10 mins) Explain that we are going to identify the animals. Compare and contrast parts of their bodies through observation. We will think about what they like to eat and group the animals accordingly.</p> <p>Development (mins) Each animal will be observed and considered separately with the some key points:</p> <ul style="list-style-type: none"> • Discuss parts of the animal, compare to humans & other animals in the pen, eg; legs, feet. Consider how many, do they look the same, are they called the same thing, what do they use it for, eg; tail. • Type of food the animal eats - grass, hay, 'nuts', grain, bugs & worms. Water to drink. Carnivores (meat-other animals), Herbivores (plants) & Omnivores (meat-other animals & plants). Can we think of an example of a carnivore in the world? • What the animal produces - eggs, wool, meat, milk. <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 - Calf/pony/donkey, 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.	