



Learning Unit: Five Welfare needs of pets KSI

Unit title: Daily needs of animals in the home Subjects: PSHE; English; Maths; Science (see below)		Teacher: Duration of Unit: 6 weeks
Summary: The children will understand that any animal needs as much care as they do, and also what they need on daily basis.		
Desired Results		
Objectives: That children will understand that animals have the same requirements that they do on a daily basis. That children understand that animals need equipment to meet their needs		Essential Questions: What do the children need for themselves on a daily basis? What other equipment is useful to support animals? What do they need that is similar to pets?
Factual Knowledge: Children and young people will know: That animals need as much care and attention as they do That animals have specific needs	Embedding Knowledge: Children and young people will know: How to make sure that animals get all they need on a daily basis Why it is important to meet the needs of a domesticated animal on a daily basis	Information becoming knowledge: Children and young people will know: That any animal has needs, similar to their own, and how we should help to meet those needs
Assessment Evidence		
Tasks:		Pre-Assessment:

<p>Thinking about what they themselves need on a daily basis</p> <p>If that is what they need, what does an animal need?</p> <p>How we make sure that an animal has their needs met</p>	<p>Introduction to Tasks:</p> <p>Being aware of what their parents/carers do for them on a daily basis</p> <p>Being aware of what will happen to them if they do not receive the care from their parents/carers on a daily basis</p> <p>Having an idea that an animal needs particular things</p>
<p>Extensions: Considering how to keep a check on what is provided for an animal on a daily basis</p> <p>Shopping list for an animal</p> <p>Costs of looking after an animal</p>	<p>Differentiation considerations:</p> <p>Break down the needs one step at a time, so food might be the area that they focus on for longer, followed by cleanliness and safety</p>
<p>Learning Plan</p>	
<p>Differentiated Objectives: All children will understand that they need:</p> <p>A place to live; and food and water and sleep</p> <p>Most children will understand that they need to be safe</p> <p>Some will understand that they need to be safe and healthy, and have the chance to socialise</p>	
<p>Plan:</p> <p>Week 1: <u>A place to live and something to eat and drink</u></p> <p>Week 2: <u>A need to feel safe and secure</u></p> <p>Week 3: <u>A need to be sociable and have the chance to play</u></p> <p>Week 4: <u>Protected from pain, suffering, injury and disease</u></p> <p>Week 5: <u>Being responsible for an animal</u></p> <p>Week 6: <u>Who helps us to be responsible for an animal</u></p>	
<p>Links to the National curriculum- English, Maths, Science and PHSE</p> <p>Key Stage 1-</p> <p>The programmes of study and lesson plans will include many of the tasks expected in NC English and Maths tasks such as:</p>	

- Speaking, listening, writing and numeracy tasks, as well as shape and space

Specifically the National Curriculum targets in Science and Citizenship can be met through accessing these lesson plans in the different key stages.

At Key Stage 1:

English: using discussion to learn, children should elaborate and explain clearly their understanding and ideas- through support of pictorial resources and real objects.

Word comprehension in listening and reading information, instructions on packets of pet food or use of equipment.

Vocabulary development around caring for selves and animals, especially when comparing needs of animals and then of humans.

Sitting, listening, and observing, within all the activities

Maths: developing confidence and mental fluency with whole numbers, counting and place value- 5 welfare needs, 2 pet bowls, several toys, one lead...

Working with numerals, whole numbers, counting and place value, as above

Shape recognition, with related vocabulary. Understanding the range of measures to describe and compare different quantities such as length, height, capacity, volume.. through considering animals' size, how much they need to eat or drink, appropriate toys.

Science: Asking simple questions and recognising that they can be answered in different ways; observing closely as activity is presented.

Performing simple tasks- finding the different equipment that animals will need.

Identifying and classifying animals; Using observations and ideas to suggest answers to questions; comparing objects and materials, and living things-deciding how to sort and group them using simple scientific language

Gathering and recording information to help to answer questions.

Personal, social, and health education: especially in the areas of:

- Staying clean and healthy
- Rules to stay safe
- Feeling safe and secure
- Caring for animals
- Caring for others
- Providing social opportunities for animals
- Learning how to ask for help

Session Plan I

Project Name: Understanding what an animal needs on a daily basis

Programme Session Name: The 5 welfare needs of animals

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KSI

Session Lead/Planner

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness

Session Aims and Objectives:

To consider what we all need on a daily basis

To know some things that an animal needs on a daily basis

To think about how to make sure that an animal gets what they need on a daily basis

Notes and Background Information:

Children will need to think about their own daily routine and what they need

Session and Activity Outline

Introduction: Need a big space, in five areas: number the children 1-5, ask 5s to go to area 1 where they see somewhere to live; ask 4s to go to area 2 where they see something to eat and drink; ask 3s to go to area 3, somewhere to be safe; ask 2s to go to area 4, Somewhere to see friends and play; Ask 1s to go to area 5, somewhere to be safe and healthy- try not to be hurt or be poorly, then rotate around so each group visits each area.

Main Activity: Somewhere to live- Where do they live? What is in their home to help them? What do they do at home- eat, sleep, play, see their parents, friends? A safe place.

1. Draw or cut and paste elements of what they see as important at home.

Question:

Using stuffed animals- usually a cat or a dog-what does a home have for an animal like this?

Cut and paste activity- a home for an animal- choosing from a visual list what helps to make an animal feel at home?

2. Where and what do they eat or drink?

Using stuffed animals- usually a cat or a dog- what do they need to be able to eat and drink?

Dog/cat food; a bowl to eat from, a bowl to drink from

How often might an animal need to be fed? How often do they eat?

How do we make sure that an animal is fed on a daily basis?

3. Have various pet toys, leads, collars and toy animals. Ask the children what each animal needs to do normal things that animal would do.

4. Have various toy animals of different species and ask the children who should live together? Who should play together? Do animals always get along? Do cats like living with other cats or dogs? Do dogs always get on with other dogs?

5. Have a vet set and cuddly toy animals to practice caring for an animal

Resources/Materials

2D representation of a home, with pictures to cut out and paste and stick on the 2D representation

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Consider how to keep a check on what is provided for an animal on a daily basis; make a daily checklist

Session Evaluation
Participation Comments/ Evaluation
Staff Evaluation
Issues Raised/ Discussion Points
Follow-up Action Required
Additional Notes:
Staff Signature:
Date:

Session Plan 2

Project Name: Daily needs of animals

Programme Session Name: A need to feel safe and secure

Session Date:

Session Time:

Group Name/ Age Group: KSI

Session Lead/Planner

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
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Session Aims and Objectives:

Understanding how important it is to be safe

Understanding who to trust

Communicating trust

Staying safe

Understanding how important routine and rules are to feeling safe

Notes and Background Information

Children will know that they are safe at home and at school because there are adults that help them, who they can talk to

Session and Activity Outline

Introduction:

With their talk partners, they need to arrange flashcards in order of what or who keeps them safe:

People: Parents/carers/relatives/teachers/staff in school// good friends who know them well

Also Routine: knowing what will happen next- give example of how they know what will happen next in the lesson

Main body of the activity:

How do they make you feel safe?

Always know that there will be food, and something to drink, always happens at particular times of the day- link with routine

Staying clean and healthy- washing, washing hands before eating etc.

Always someone to tell when they are worried

Any rules at home that make them feel safe

Strangers

Question- If all these things help you to feel safe, how can we do the same for animals?

Divide into groups:

Group 1

Routine of the day- describing the routine of the day for themselves (follows up from previous week) start from getting up to going to bed, and check with them to see what they can do for them with.

Question- how can we offer a similar routine for animals?

Make a routine for an animal

Group 2

Clean and healthy- How do they stay clean and healthy?

Bathing/showering/ brushing teeth, combing hair, clean clothes and bedding, toilets, playing and learning, socialising

Then- how do we help animals to be able to stay clean and healthy:

We know that they are happy when they regularly clean themselves; teeth cleaning, can anyone find out about animals keeping their teeth clean? Exercising; clean bedding, socialising with other animals

Group 3

Rules to stay safe:

These are likely to be DON'T Rules- don't stray from people that they know; stranger danger; working out who is safe and who is not.

What rules should we put in place for animals?

Plenary:

Feedback from each group, with others contributing any additions

Resources/Materials

Flashcards

Routine Templates

Soap/Brush/Comb - visual resources of personal hygiene representation

Visual representations of exercises

Copies of school rules

Template for their own rules

Rules for animals

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Think about the other areas, anything that they would like to contribute? What would they do if they had an animal at home

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points

Follow-up Action Required

Additional Notes:	
Staff Signature:	Date:

Session Plan 3

Project Name: 5 welfare needs of animals

Programme Session Name: Play and socialisation

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KSI

Session Lead/Planner

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
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Session Aims and Objectives

Understanding how important it is to play

Understanding communication with others

Understanding the importance of games- to make us think; to practise skills; to learn about ourselves and others

Understanding why animals need to play for the same reasons

Notes and Background Information

Need to think about our favourite games and the skills that we have learned from them

Session and Activity Outline

Introduction: One question interview: Have a number of cards, one for each child with a simple question on to ask someone else. Give them 5-10 minutes to ask question of a partner, listen to the answer and report back to the group about what they have learned.

In small table groups, think about their favourite games on the playground and what they learn about another person through playing games

Main body of activity: Taking the main themes from their previous answers:

- The things that we have in common
- Things that we do/don't like
- Whether we want to play again
- Might they be a friend

Same for animals

Question- How can we give them chance to play/socialise and find out about them, so that they can find out about you?

1. What might an animal like to play? - videos of kitten and puppy play- what do they notice?
2. How might we find out about an animal through play?- examples
3. Will we know if they can get on with them?- might prefer some animals, or to run with a slightly more energetic animal.

Think of some games to play with animals, how will we know if they are enjoying the game, or not enjoying the game? Do they play games with their pets at home?

Plenary:

Questions- How important is it for you to play?

How important is it for animals to play?

Four separate areas of the room for the children to go to, to say whether they feel that this is:

Area 1- very important

Area 2- important

Area 3- not important
Area 4- no need to play at all

Resources/Materials

A card for each child with a different question on
Template for a personal CV- what we like/don't like; games we like to play etc

Chart on whiteboard with:

- How many have things in common with their peers
- Do we have the same likes and dislikes
- Big sheets to make up simple games for animals

Whiteboard with two separate questions on and 4 areas of the classroom

How would we work out what an animal likes or does not like through games or play- brings in communication and socialisation

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Build up a daily routine for an animal to include play

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points

Follow-up Action Required

Additional Notes:

Staff Signature:

Date:

Session Plan 4

Project Name: Daily needs

Programme Session Name: Protection from Pain, suffering, injury and disease

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KSI

Session Lead/Planner

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness

Session Aims and Objectives:

To understand that we can try to keep ourselves and animals safe

To understand that there are ways of protecting ourselves and animals from harm

To know how to protect ourselves and animals from harm

Notes and Background Information

Return to the rules from Week 2 and ask them to remember what they were

Session and Activity Outline

Introduction: Look at the rules from Week 2; why do they need to be there?

This should illicit answers of 'to keep us safe and well'

Do they need to add to the rules or take any away?- discuss in groups or as a class

Main activity:

Consider the rules for animals- what does each rule help the animal with?

Eating food that is healthy, and drinking fresh water

Sort food and drink that is good for different animals, and the food and drink that they should not have so often, or at all.

Exercise- Daily exercise for an animal

What kind of exercise might an animal have- bring in visual representations of exercises, and encourage the children to choose the exercise that might help an animal

Avoiding danger-

What could cause danger or injury to an animal? Need pictures of possible dangers- broken glass; wrong food; fire; water; getting lost- how can we prevent these things? Telling an adult at this stage, and thinking how the adult might respond. How can we reduce danger? What would the rule be- is it for the house or the animal?

Illness, or injury

Injury can be linked with avoiding danger, and being kept safe is a rule for the house when caring for an animal

Illness- regular check- ups at the vet; keeping the animal calm and safe; making sure that their routine is not disrupted; any illness or injury to be monitored carefully with the vet

Question- what do your parent/carers do for you to keep you safe from all these areas?

Plenary:

Each think of a danger to animal, go around all the class and ask them for one thing that would be a danger to themselves or an animal

Resources/Materials

Pictures

Rule templates or a card to write one rule for themselves.

Paper. Pencils/pens to write relevant rules down

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Which are the same rules for animals and humans? Compare and contrast

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points

Follow-up Action Required

Additional Notes:

Staff Signature:

Date:

Session Plan 5

Project Name: Daily needs

Programme Session Name: Being responsible for an animal

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KSI

Session Lead/Planner

Healthy Living	Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe	Ensuring that members of the community are supported to feel safe
Life Enhancement	Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation	Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development	Providing access to a range of learning pathways so that members of the community develop knowledge and robustness

Session Aims and Objectives:

To know what helps to care for an animal

To understand that all living things need to be cared for

To understand that all living things need to be protected from pain, suffering, injury and disease

Notes and Background Information:

Each child to think about how they are cared for, and who they might want to thank for that care

Session and Activity Outline

Introduction:

Teacher needs to pull the strands together from the previous weeks and give each child something that they have remembered learning.

What helped them to learn it?- Working in groups, so that they can tell each other

Main part of the Activity:

Make an animal- pebble animal, puppet animal etc. each and set up a routine for caring for this animal, include:

Appropriate food and drink; need to feel safe and secure; a need to be sociable and have the chance to play and being protected from pain, suffering, injury or disease

Plenary:

Children to place their routine and their home-made animal on their own desk/table and look at each other's in turn, check to see if they have similar answers

Resources/Materials

Teacher will have written on a card or piece of paper for each child, something that they have done well over the last few weeks

Appropriate equipment to make an animal

Routine templates

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points

Follow-up Action Required

Additional Notes:

Staff Signature:

Date:

Session Plan 6

Project Name: Daily needs of animals

Programme Session Name: Who helps us to be responsible for an animal?

Session Date:

Session Time: 30 mins

Group Name/ Age Group: KSI

Session Lead/Planner

Healthy Living		Promoting and supporting healthy lifestyles to secure physical, spiritual, social and emotional well-being
Feel Safe		Ensuring that members of the community are supported to feel safe
Life Enhancement		Inspirational and exciting learning opportunities that ensure members of the Community raise their aspirations and achieve at the highest level
Participation		Opportunities for the voice of the Community to be heard to help shape the services available to them to make a positive contribution to their local community
Learning and Development		Providing access to a range of learning pathways so that members of the community develop knowledge and robustness

Session Aims and Objectives:

To know when to ask for help when caring for something, including ourselves

To work out what might be needed to look after an animal

Notes and Background Information:

Think about the times that they have needed to ask for help

Session and Activity Outline

Introduction:

In groups, think about the things that they need help with- cooking, cleaning, brushing teeth- anything

Sort what they can do for themselves; what they need a little help with, and what they need total help with

Main body of the activity:

If they are caring for an animal- what will they be able to do without help?

Need visual representations/appropriate words to complete in columns

What will they do with a little bit of help?

As above

What will they do with a lot of help?

As above

What can't they do at all?

As above

Plenary:

Thinking ahead, what do they need to learn to do, if they are going to care for an animal themselves?

Resources/Materials

Large piece of paper, separated into four columns- what can they do independently; with a little help; with a lot of help; or not at all?

Visual representations or phrases on small cards to stick into the columns

Extension Exercise/Take Home Activity (if the group is fast to finish, or members of the group are fast to finish)

Learning how to ask for help at the right time - who would you ask for advice from when choosing a pet? What would you need to consider?

Session Evaluation

Participation Comments/ Evaluation

Staff Evaluation

Issues Raised/ Discussion Points

Follow-up Action Required	
Additional Notes:	
Staff Signature:	Date: