

Learning Unit: Five Welfare needs, daily 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: Thinking about what they themselves need on a daily basis		Pre-Assessment: Introduction to Tasks: Being aware of what their parents/carers do for them on a daily basis

<p>If that is what they need, what does an animal need? How we make sure that an animal has their needs met</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><u>Key Stage 1-</u></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> <ul style="list-style-type: none"> • 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