

Key Stage 1 & Key Stage 2

CARING FOR ANIMALS



General points about this talk:

This talk generally lasts 30 minutes and will take place out in the Park in all weathers; please ensure that your pupils wear suitable clothes for the conditions.

Talks are generally lead by the keepers and may vary slightly between different staff members. This talk will not involve any hands-on contact with the animals although the keepers may feed the animals as you go round.

The normal meeting point for this talk will either be at the penguin enclosure in the Walled Garden or the Children's Farm Barn.

What we will cover in the talk:

This talk takes a look at all aspects involved in looking after the animals at the Park. It will vary according to the age range of the children but will start with a look at how all animals, including humans, need food, water and shelter in order to survive. We will talk about how, in the Wildlife Park, the animals cannot do this for themselves so we need to do it for them.

We then take a look at a typical keeper's day including checking all of the animals to ensure that they are healthy, preparing their food, feeding them and making sure that all the animals are eating well and that their enclosures are clean and well maintained. Depending on the age of the children we will talk about how it is important to ensure that the enclosures are suitable for the species and that we have everything necessary to keep them happy and to enable them to show natural behaviours. We may cover enrichment for animals and how this can come in a number of forms including smells, food, toys, training and even sounds. We will take a look at how important heating and lighting are to some animals and why some animals require heat and others don't. Finally, we will cover the need for vet care if the animals are sick or injured.

Younger children (Early Years & Foundation stage) will probably visit the Children's Farm whilst older children are likely to take a look at some of the animals in the Walled Garden.



Animals we may encounter:

We cannot guarantee which animals you will see during your talk, but you will either visit the Children's Farm Barn or some of the following animals in the Walled Garden: Asian short-clawed otters, Humboldt penguins, Common squirrel monkeys, Slender-tailed meerkat, Black-tailed prairie dog.

Areas of the new National Curriculum that this talk addresses:

Year 1

Animals, including humans:

- 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 (fish, amphibians, reptiles, birds and mammals including pets).

Non-statutory guidance: They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets, grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 2

Living things and their habitats:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Non-statutory guidance: Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life



processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals). Pupils should compare animals in familiar habitats with animals found in less familiar habitats.

Pupils should be introduced to the basic needs of animals for survival. They should also be introduced to the processes of reproduction and growth in animals. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.

Year 3

Animals, including humans:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Non-statutory guidance: Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.

Year 4

Living things and their habitats:

- recognise that environments can change and that this can sometimes pose dangers to living things
- Animals, including humans:
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Non-statutory guidance: Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences.



Year 5

Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Non-statutory guidance:

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, animals in the local environment. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans.

Year 6

Animals including Humans:

- describe the ways in which nutrients and water are transported within animals, including humans
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Non-statutory guidance: Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment.

