



Special Educational Needs (SEN)

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. The farmyard is entirely accessible to wheelchairs.

Talks are generally lead by the keepers and may vary slightly between different staff members. This talk may involve hands-on contact with the animals and the keepers may feed the animals as you go around so you should discuss with your group how to touch animals and the importance of good hygiene.

The normal meeting point for this talk will be at the Children's Farm Barn.

What we will cover in the talk:

A great opportunity to come face to face with our farm animals. Join a keeper as they take a tour round the farm. You will get to stroke rabbits and guinea pigs and even get to feed some of the animals. We will talk about how all animals, including humans, need food, water and shelter in order to survive and how we provide this for them here at the Park.

Depending on the level of the children, we will talk about how different animals need different food and enclosures. We will talk why we need to clean their houses and what we need to put into them to keep our animals fit and healthy. We will show the children how we check our animals to make sure they are well and finally, we will look at how we keep our animals from getting bored with smells, food, toys and training.

Animals and plants we may include: We cannot guarantee which animals you will see during your talk but it is likely that you will visit most of the following:

Guinea Pigs	Ponies
Pigs	Sheep
Goats	Chickens
Donkeys	Rabbits



Areas of the P Scale that this talk addresses:

P1 English, Geography, Physical Education, PSHE, Science Pupils encounter activities and experiences. Pupils show emerging awareness of activities and experiences

P2 English Geography Mathematics, Physical Education, PSHE, Science They react to new activities and experiences. Pupils begin to be proactive in their interactions They begin to show interest in people, events and objects [for example, briefly looking around in different indoor and outdoor environments] They accept and engage in coactive exploration [for example, feeling the textures of different items of clothing]. They cooperate with shared exploration and supported participation

P3 English, Geography, Mathematics, Physical Education, PSHE, Science, Pupils begin to communicate intentionally: They request events or activities, they participate in shared activities, they explore materials in increasingly complex ways, they observe the results of their own actions with interest, they sustain concentration for short periods, they actively explore objects and events for more extended periods. They may respond to options and choices with actions or gestures.

P4 Speaking, Listening, Geography, PSHE They use single words, signs and symbols for familiar objects, and to communicate about events and feelings. Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects Pupils extend the skills to help them explore the world. Pupils express their feelings, needs, likes and dislikes using single elements of communication

P5 Listening, Geography, PSHE, Science Pupils respond appropriately to questions about familiar or immediate events or experiences. They start to sort and classify objects in terms of simple features or properties. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences. Pupils take part in activities focused on the anticipation of, and enquiry into, specific environments

P6 Speaking, Listening, PSHE, Science Pupils initiate and maintain short conversations using their preferred medium of communication. Pupils respond to others in group situations, playing or working in a small group cooperatively. Pupils recognise distinctive features of objects [for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree]

P7 Speaking, Geography, PSHE, Science Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others: Pupils communicate their preferences about the physical/natural and human/made features of places. They are aware of their role in caring for their own environment. They show some consideration of the needs and feelings of other people and other living things. Pupils understand the scientific use of some simple vocabulary, such as before, after,



bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases [for example, which food to give which animal]

P8 Speaking, Geography, PSHE, Science They link up to four words, signs or symbols. They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive. They treat living things and their environment with care and concern. Pupils show that they have observed patterns or regular changes in features of objects, living things and events

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.

