

Yew Tree Farm School Lesson Plan

Title: - Animal Care and Feeding Comprehension and Sensory Farm Tour

<p>Date: 02/12/2019</p>	<p>School and Class: Year 5 – 30 Students</p>	<p>Session Length: Whole Day 10am – 2-30pm</p>
<p>Schools Objectives / Requirements: Pupils to have plenty of hands on interaction with animals. Pupils to be allowed to care and feed animals relatively independently. English link – focusing on comprehension skills and the use of expressive language.</p>		<p>Additional Class Info: Year 5 – mainstream school, some differentiation needed in reading levels and challenge of task. 2 teaching staff and 3 parent helpers accompanying.</p>
<p>Overall Learning Objectives: I will be able to read, understand, organise and follow a set of instructions, so I can successfully feed and care for my chosen animals. I will ask questions to improve my understanding. I will collect examples of expressive language to take back to school.</p>		<p>Assessment of Learning: Success to be seen during pupils' debates. Pupils can assess their own success when following their instructions, do they make sense – is the animal successfully cared for and fed! Students to increase the quality and quantity of expressive language after sensory farm tour.</p>
<p>Social Communication Goals: Pupils to work in groups to reach outcomes; ourselves and accompanying adults to ensure all pupils are given the opportunity to present their opinion. Students to then follow their own instructions as a team. Team to ask questions of staff to improve their communication. Students to consider their senses and use language to communicate their feelings.</p>		
<p>Morning - Starter/Introduction: 10am – 10.15 – Brief safety talk for all pupils/staff – all visitors must keep to Yew Tree Farm Rules for their own safety and that of our animals. 10.15 – 10.30 – Tour of Yew Tree Farm School to allow visitors to get their bearings and introduce our animals.</p>		
<p>Main Activities: 10.30 – 11.15 – In groups of 4 – 6 (this can be decided before by school, groups can be formed by level of differentiation needed if necessary), students to receive instructions for feeding their appointed animal, these will not be in the correct order, (wording and detail included in instructions will be differentiated on the advice of the classroom teacher). Teams to read and rearrange instructions so they make sense and their appointed animal can be successfully fed, this will include preparing the food for the animals, moving the animals if necessary, cleaning feeding equipment and feeding animals the correct quantity of food. Students may have to stop and re-organise instructions, if when following them, they do not make sense.</p>		

11.15 – 12.00 – Students to repeat the activity, this time focusing on animal care. This may include grooming the animals, cleaning them out, re-locating them to runs, stables etc. Groups can change animals at this point depending on school preferences.

Extension – Can your group ask our experts a question about your animal that they can't answer? If you can, see if you can find the answer in our library or online.

Plenary:

12. – 12.20 – Tidy up time - students to return all equipment used to the correct location and ensure all animals are returned to enclosures. Staff to spend time with each group discussing how successful their instructions were and any changes they had to make whilst following them, also possibility for class discussion of this.

12.20 – 1pm Lunch in Yew Tree Copse or Barn – weather depending! Students must wash hands before eating.

Students permitted to play games in copse and view animals during lunch.

Afternoon - Starter/Introduction:

1pm – 1.15pm – Brief class discussion on words we could use to describe the farm. Explanation of how we are going to use our senses to explore the farm and to come up with some descriptive words to describe Yew Tree Farm. Students to consider smell, touch, taste, sound and sight.

Main Activities:

1.15 – 2.15pm - Students to explore the farm independently considering their senses. Differentiated worksheets available for students to record their descriptive words. Pupils encouraged to visit all areas of the farm and to touch and smell all the animals, their bedding, their feed, the equipment used to care for them.

Tasting of the farms produce also available – students to wash hands before this activity. Students to record descriptive words as they go.

Plenary:

2.15pm – 2.30pm – Class/Group discussions on how our descriptive words have become more expressive and interesting by using our senses. Students must wash hands before leaving.

Differentiation:

AM - Groups to be advised by school staff – differentiated instructions can then be provided. Differentiation can also be through support, outcome and animal.

PM – Differentiation through worksheet, support and outcome.

Resources:

Differentiated animal feed and care instructions. Clip boards, differentiated sensory tour worksheets. All necessary equipment needed for feeding and caring for animals.

Support needed from School Staff:

School staff to ensure that pupils keep to the farm rules and guidelines as stated in morning talk.

Learning/Ideas and Activities to take back to school:

Expressive word lists can be used to write a sensory poem or description of their visit, schools welcome to send us any examples for display on the farm. We can

also provide printable certificates for whole classes or judge these as a competition.

Pupils can use their experience to write instruction manuals for any of our animals – again we would love to display some of these in our barn or provide certificates for the most useful.

Possible development on further visits to Yew Tree Farm:

Further visits could involve students using their own instruction manuals to feed and care for the animals. Students could work with animals that their group didn't spend as much time with on the initial visit.

We could build on the sensory experience and harvest some vegetables to prepare and cook a soup that everyone could share.

Further English links could be made, possibly looking at debates and formal presentations – focusing on sustainable farming or vegetarianism.

Pupils could visit and explore a maths link, possibly using long division and multiplication to help us decide how much each animal costs us each year.

Please contact us with any possible links to the National Curriculum you would like to cover and we will do our best to prepare an exciting session for your class.