

## An Ark Farm visit enhances the teaching of the Primary Framework.

Aspects can be used to stimulate the Literacy Framework planning of narrative, non-fiction, poetry and is ideally suited to additional-text based units.  
Visual and hands-on experience enables the Maths Framework Blocks to come alive by supporting counting, calculation and data handling.

Year Group	National Curriculum Requirement	QCA/DCSF Schemes of Work	Unit Sections Covered	Suggested activities
<b>Science</b>				
1	Sc2 Life processes and living things	Unit 1A Ourselves	Sections 3, 4, 5 & 7	Identify the animals by asking the children to correctly place 'labels' on the pens (Unit 1A sec3) Use of photo cards to show life cycle of chicken – egg through to egg (Unit 1A sec4) Progress to verbalise & identify adult & young animal names, eg sheep & lamb, cow & calf (Unit 1A Sec5) Use observation if possible to make comparisons of height, coat etc (Unit 1A sec7)
		Unit 1C Sorting and using materials	Sections 1, 2,3 & 4	Use of a 'feely bag' with examples of animal coats Children to identify & match to particular animal by observing Petting & feeling of animals Identify which of our senses we have used (Unit 1C Secs 1,2,3&4)
		Unit 1F Sound and hearing		Ascertain which animals the children can associate with the sound they make by either using pre-recorded sounds or asking the children to demonstrate.
2	Sc2 Life processes and living things	Unit 2A Health and growth	Sections 1, 2, 4 & 5	Discussion about why we eat & the importance of a varied diet, refer to meat coming from the animals (Unit 2A Secs 1&2) Use of photo cards to show life cycle of chicken – egg through to egg (Unit 1A sec4) Progress to verbalise & identify adult & young animal names, eg sheep & lamb, cow & calf (Unit 2A Sec5).
		Unit 2B Plants and animals in the local environment	Sections 2, 3 & 7	Discuss with visual aids the life cycle of a chicken. Refer to egg, chicken, cockeral & young chick if available or substitute with a photo Use of laptop to show in smaller groups video clip of chick hatching from egg (Unit 2B sec7) Discuss the suitability of environments for the farm animals eg: would you be able to keep a pig on the playground? As such what sort of animals would you expect to find in the local environment (Unit 2B secs 2&3)
		Unit 2C Variation	Sections 1, 2 & 6	Children to work in small groups to study, by using visual observation and touch, differences & similarities between animals Information plotted onto a graph with the aid of picture representation eg: which animals have four legs. Use of language; similar, difference (Unit 2C secs 1,2 & 6).
		Unit 2D Grouping and changing materials	Section 2	This activity visually enhances this unit by using some sheep wool coat, a ball of wool and a woolly jumper to demonstrate that some naturally occurring materials are treated, shaped before use (Unit 2D sec2).
3	Sc2 Life processes and living things	Unit 3A Teeth and growth	Sections 2, 3, 4 & 5	Feed the animals and discuss their food types compared to pet animals. Recognise how animal diets are different from humans, what food groups do we need for a balanced diet? What food do we get from the animals, types of meat products, eggs and dairy produce; milk, cream, cheese, yoghurt. Demonstration and hands-on experience of milking our wooden cow (Unit 3A secs 2,3,4&5).
4		Unit 4A Moving and growing	Sections 2, 3, 4, 5, 6, 7 & 8	Discuss that all the animals present have a skeleton and are vertebrates thus having a spinal column. Examples of animal bones displayed to show the different sizes and density. Children to identify which bones are matched to which animal. (Unit 4A Secs 2,3,4,5,6,7&8).
		Unit 4B Habitats	Sections 3, 7, 8, & 9	Discuss the habitat of a particular animal by listing suitable features. Can all animals live in the same environment, why not? Discuss different food sources, that this in part characterises where animals live. Relate to a specific food chain. Explain that humans are consumers and have numerous food chains, most food chains start with a green plant. Ask the children to suggest what would happen if an animal's habitat was destroyed or taken away. (Unit 4B Secs 3,7,8&9).
5	Sc2 Life processes and living things	Unit 5B Life cycles	Section 7	Observe animals with their young. Produce a tally chart showing the estimated gestation period of different animals eg a sheep, horse and chicken. Discuss how long young animals are dependent on their parents, compare this to humans (Unit 5B sec 7).
6	Sc2 Life processes and living things	Unit 6A Interdependence and adaptation	Sections 4, 5, 6 & 9	Discuss the habitat of a particular animal by listing suitable features. Can all animals live in the same environment, why not? Discuss different food sources, that this in part characterises where animals live. Relate to a specific food chain. Explain that humans are consumers and have numerous food chains, most food chains start with a green plant. Ask the children to suggest what would happen if an animal's habitat was destroyed or taken away. (Unit 6A Secs 4,5,6&9).

## PSHE/Citizenship

1 & 2	Preparing to play an active role as citizens	Unit 3 Animals and us	Sections 1 & 2	Reiterate prior class circle time where children discussed their basic needs; water, food, clothing, shelter & friendship. Expand these by observing the animals and identifying their basic needs to be healthy and happy. Discuss commonalities between the animals and then similarities and differences between humans and animals (Unit 3 Sec1). Use the example of a pet dog/rabbit to identify what is needed to look after the pet by using a pictogram/spider chart with a picture of the pet at the centre. The children then identify appropriate activities from a bank of both appropriate and inappropriate photographs. Discussed as a class Unit 3 Sec2).
3 & 4	Preparing to play an active role as citizens	Unit 3 Animals and us	Sections 3 & 4	To develop previous work recognising who looks after animals. This session highlights how a farmer would look after their animals; feeding, grooming, exercising, worming etc. Also whom else would be involved in their care; vets, farriers, shearers (Unit 3 Sec3). Group discussion regarding animal welfare on farms such as chickens, pigs, issues of free range and battery farming. (Unit 3 Sec4).

## Art and Design

3 & 4	Knowledge and understanding	Unit 3B Investigating pattern	Section 1	By observing the animals feet children are asked to identify which hoof, paw, trotters, foot, claw print matches given examples. Recognise that these will produce a pattern in snow or mud (Unit 3B sec 1).
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## Design and Technology

6	Developing, planning and communicating ideas	Unit 6A Shelters	Section 1	Children are given a brief to build a shelter for a particular farm animal. They will consider; the extent of use of the shelter; the location, should it be mobile or fixed; what type of material the shelter should be formed from; eg brick, wood, corrugated metal; size, ventilation, access eg a door or open etc (Unit 6A sec1).
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## MFL French

3,4,5 & 6	Knowledge, skills and understanding	Unit 5 Le quatre amis (The four friends)		The language teacher is welcome to use the farm animals as living props to bring this story to life.
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## Music

3 & 4	Listening, and applying knowledge and understanding	Unit 9 Animal magic - Exploring descriptive sounds		Listen to the animal sounds as a resource for this lesson.
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