# **Farm animal senses**

## Focus:

* Farm animals

In this lesson, pupils will label the external parts of five animals farmed in the UK - cattle, sheep, pigs, hens and ducks. They will consider how people and farm animals use their senses.

## Country:

* England

## Key stage:

* Key stage 1

## Subject/Area of learning:

* PSHE - **Living in the wider world**
* Science - **Animals, including humans**

 **Living things and their habitats**

## Curriculum objectives

**Pupils should learn:**

* **That people and other living things have rights and that everyone has responsibilities to protect those rights**
* **To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals**
* **To identify and name a variety of common animals that are carnivores, herbivores and omnivores**
* **To describe and compare the structure of a variety of common animals**

## Animal welfare objectives

**Pupils should learn:**

* that farm animals are sentient creatures
* that farm animals need to live in an environment where they can use their senses and behave as naturally as possible
* that farm animals can be kept in different ways, which can make a difference to the welfare of the farm animal.

## Learning outcomes

**At the end of this lesson:**

* most pupils will: be able to label external body parts of different farm animals and be able to discuss how humans and other animals use their senses to live naturally
* some pupils have not made so much progress and: are able to label the external parts of a selected farm animal and can state the senses used by both humans and animals
* some pupils will have progressed further and: will be able to compare and contrast the external body parts of different farm animals and be able to explain how humans and other animals use their senses to live naturally.

## Starter activity

**Farm animal sounds**

* Give each pupil a picture of one of the following farm animals - pig, cow, hen, duck and sheep - and ask them not to show their picture to anyone else.
* Ask the pupils to find other animals of the same type by making the sound that their animal would normally make. You can give them the factsheet *Farm animal sounds* if necessary.
* Ask the pupils to sit in their new groups - pigs, cows, hens, ducks and sheep.

**Learning styles:** visual, auditory.

## Main activity

**Farm animals have...**

* Draw around one of the pupils on a large sheet of paper and display this at the front. Ask the pupils to identify and label eyes, ears, nose, mouth and hands.
* Give each group the relevant worksheet *I have***...** for their animal and the worksheet *What do I have?*
* Ask pupils to cut out the labels and match them to the external parts of their farm animal.
* Ask each group in turn to present the external body parts of their farm animal to the rest of the class.
* Ask the pupils to complete the worksheet *Who has what? (1)* by ticking the columns next to the human and farm animals to show whether they have the external body part or not.
* Ask pupils to consider why people have eyes, ears, a nose, a mouth and hands. Introduce/revisit how humans use their senses and why these are important.
* Ask the pupils to think about why different farm animals have different external parts. Do they have senses? Are these the same as ours?
* Using the worksheet *Who has what? (1)*, ask pupils to identify which external parts help animals to see, which help animals to smell and which help them to taste, etc.

**Learning styles:** auditory, kinaesthetic.

##

## Plenary activity

**Farm animals' natural behaviour**

* Revisit the idea that animals use their senses, just like humans do. In the starter activity, pupils found each other by calling out their animal sounds. This is also how wild animals would find their herd/flock/group, mother or offspring.
* Can they think of any other ways that animals use their senses?

**Learning styles:** visual, auditory.

## Assessment

Review of pupils' work on labelling external body parts of farm animals and the completion of the worksheet *Who has what?(1)*. This worksheet should identify which pupils have satisfactorily completed the labelling activity.

## Differentiation

* The worksheet *Farm animal sounds*could have the animal sound written on it and/or words could be used instead of pictures.
* Version 2 of the worksheet *Who has what?* can be used for differentiation. There is a different sheet for each farm animal, and pupils circle the appropriate body parts in the list.

## Extension activities

* Ask the pupils to sit in a circle and introduce the normal behaviour of a particular farm animal, e.g. hen - clucking, flapping wings, scratching with feet, pecking the ground, preening, dustbathing and sleeping on a perch. The teacher should take the lead in miming the actions and ask the pupils to name the animal and do the actions with the teacher. The teacher makes one of the actions for a count of four and then says switch, and changes to a different action. Pupils are to copy the previous action and/or sound, so that the pupils are one action behind the teacher. The teacher could increase the rate of switching actions by only counting to two, or by the pupils following two steps behind the action of the teacher. It could be repeated for other farm animals, e.g. cow - chew the cud, swish your tail, pull the grass, lick, have a drink, moo, and for pigs - flap your ears, root (dig) with your snout, rub a post, go to sleep, oink.
* Read the poem 'Quack!' said the billy-goat by Charles Causley (Walker Books, 1996. ISBN 0-7445-5246-X) and ask the pupils to correctly match the animal sounds to the correct animal.

## Display

The pictures with labelled body parts could be used as part of a display.

## What you need

**Equipment**

* Scissors and glue

**Images** (see image collection *Farm animals*)

* Sheep, hen, pig, cow and duck

**Factsheets** (see *Downloads* tab)

* *Farm animal sounds*

**Worksheets** (see *Downloads* tab)

* *I have...*
* *Who has what? (*versions *1* and *2)*
* *What do I have?*

## Did you know?

* Pigs can barely sweat - they cool themselves by wallowing in mud. Free-range pigs need access to shelter/shade, and to wallows, dips or showers.
* Ducks need access to a hygienic open-water source. Ducks are waterfowl and should be allowed to express natural water-related behaviour, such as bathing and preening.
* Sheep have an acute sense of hearing, so should not be subjected to sudden loud noises that may frighten them.
* Cattle have poor vision for distance and detail and so should not be led into dark areas that may cause them unnecessary stress.
* Laying hens need enough space to properly preen, turn around and stretch and flap their wings. Hens naturally scratch and dust bathe together, and need enough suitable litter to enable them to do so.

## Vocabulary

beak

claws

ears

eyes

feathers

hair

hands

hooves

mouth

nose

skin

tail

webbed feet

wool

**Downloads**

Farm animal sounds

I have...

What do I have?

Who has what? (1)

Who has what? (2)

**Useful websites**

[RSPCA - All about animals - Farm animals](http://www.rspca.org.uk/allaboutanimals/farm)

[Compassion in World Farming - Education](http://www.ciwf.org.uk/resources/education/default.aspx)

[FACE - Farming and Countryside Education](http://www.face-online.org.uk)

[Video - What do farm animals need?](http://www.youtube.com/watch?v=ULlnRZz69QE) - This video references RSPCA Freedom Foods Would this be a better/more recent link video?