

This classroom activity is aimed **at Year 5** pupils and the **Science Topic “All living things and their habitat”**

This activity covers the following areas of learning:

* Where does our food come from? (plants and animals)
* Types of farms in the UK (livestock, arable, mixed)
* Farm animal facts (names of adults / offspring etc)
* Farm animal life cycles inc mammals and birds
* Can farm animals become extinction / endangered?
* Who is responsible for caring for farm animals?
* What is it like to be a farmer?

Resources:

* PowerPoint
* Teacher Notes
* Farm animal facts game cards
* Farm animal facts answer sheet
* Farm animal life cycle sheet

You will also need:

* Coloured pens / pencils
* Large pieces of paper for children to lie on and draw round themselves

**Using the PowerPoint**

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| Slide 1 & 2 | Ask the children where they think their food comes from. Some may say farms. Some may say other places such as shops, supermarkets, allotments. Encourage the children to think about farms and what it is on those farms that provide our food – plants and animals |
| Slide 3 | There are 3 main types of farms in the UK. Using the pictures can the children make a guess as to what those types are? |
| Slide 4 | The three main types of farms are:   * Livestock (animals) * Arable (plants) * Mixed (both animals and plants)   Extra activity:  You may like to relate the type of farming to your region. Types of farms in an area are governed largely by weather and type of soil / terrain. For example the hill farms of Wales and Cumbria are best suited to sheep farming but the flat land, soil and climate of Lincolnshire and Norfolk is best suited to arable farming. Children could research the main type of farming in their area (North West, North East, South West etc) and explain why it is suited to this type of farming. |
| Slide 5 | Can the children name some animals that would be found on farms in the UK? Depending on the experience and knowledge of the children they may need some help and they may get confused between farm animals, zoo animals and companion animals.  For some pupils it may be easier for them to sort a list (or pictures) of a range of different animals in to farm animals, zoo animals, companion animals.  Some children may say that insects, birds etc live on farms and of course they are correct. So ask the children to think of those animals that give us something that we use e.g. wool, meat, milk, eggs  Introduce the idea that they are going to learn some farm animal facts and use these facts to make farm animal life cycles |
| Slide 6 | Game time!!  You will need to print off, laminate and cut out the “farm animal facts game cards”. Print off enough copies for the group you are working with.  You will also need to print off enough copies of the “farm animal facts answer sheet”.  You can adapt the game to fit the size of group and space you have.  As a suggestion, hide the individual animal fact cards around the classroom / hall / playground. The pupils work in groups. An individual from each group is sent to find a card. The group then put the answer on their answer sheet. Once they have written their answer down, another individual should replace the card where they found it and find another.  If you prefer, you could have 2 or 3 members of staff who hold the cards and an individual from each group collects / returns the card rather than having to search for the hidden cards.  Give the groups 2 to 3 minutes to play the game. Can the pupils complete a full set of facts for as many of the farm animals as they can?  Once the game has finished go through the answers with the class.  Use the following slides to pick out some farm animal facts. |
| Slide 7 & 8 | Lambs and kids are generally born in spring.  Can the pupils think of a reason why? (Better weather, more grass growth to feed ewes and nanny goats, allowing them to produce more milk for their offspring). |
| Slide 9 & 10 | Of the animals listed, the hen can produce the most offspring in a year.  Can the pupils work out how many chicks a hen could have in a year?   * 80% of 260 eggs = 208 chicks (approximately) |
| Slide 11 - 20 | Sheep, pigs cows and goats give birth; mammals.  Hens lay eggs; birds |
| Slide 21 &22 | Cows are pregnant for the same amount of time as humans.  Cows can give birth at any time of the year but some farmers may “block calve”. This means all the calves on a farm are born within a week or two of each other. This is done by restricting the access of the bull to the cows to certain times of the year rather than all year round. |
| Slide 23 & 24 | Discuss the life cycle of the cow. Can the pupils use their farm animal fact sheets to fill in the missing words? Include the term mammal. Can the pupils remember what the difference between the life cycles of a mammal and a bird is? |
| Slide 25 | Can the children use “farm animal life cycle sheet” to create a life cycle for goat, sheep, chicken or pig? Can they tell you if their animal is a mammal or a bird? |
| Slide 26 | Can the pupils come up with a meaning for, or research what “endangered” means?  Do they think there could be any endangered farm animals? Let the pupils have a look at the Rare Breed Survival Trust website ([www.rbst.org.uk](http://www.rbst.org.uk)).  Can the pupils name a breed of sheep, goat, pig, chicken or cow that is endangered?  Why might a farm animal become endangered? The main cause is the lack of “commercial value” of the breed. For example the animal may not provide the type of meat or wool that today’s consumer prefers. Or, other breeds produce more meat, milk, wool etc than other breeds making them more productive and therefore popular.  Why might animals (other than farm animals) become endangered? Disease, loss of habitat. |
| Slide 27 & 28 | Let’s think about those people who look after the farm animals. Can pupils name anyone who might look after farm animals? Farmer, shepherd, vet.  Split the class into groups of 3 or 4. Give each group a piece of paper big enough for one of the members of the group to lie on whilst someone else draws round them.  Using the outline of the pupil, the children could draw a picture of a farmer.  On the left hand side of their picture, ask the children to answer the following:   * What it is like to be a farmer * What qualities does a farmer need to have * What subjects does the farmer need to be good at   Watch one or both of the suggested video clips below. Then ask the pupils to answer the three questions above again. Writing their responses on the right hand side of their picture.  <https://www.whyfarmingmatters.co.uk/using-the-videos>   * As a suggestion, watch the beef or dairy cow videos as these link well to the life cycle work.   <https://youtu.be/o3mov6oKoUI>  Were their answers the same or different? What surprised them the most? How many jobs are involved in looking after animals and producing our food? What subjects are important if you are to look after animals well? |

**Additional suggestions:**

To enhance this area of work further you could:

* Take your class on a farm visit
* Ask a farmer to come in to school to talk to the pupils
* Sign up to “Farmer Time” <https://leafuk.org/farmertime/home>
* Chat with your LEAF Education Regional Consultant who can offer a range of support in this area [www.educationleafuk.org](http://www.educationleafuk.org)