

LESSON 1

ANIMALS, INTRODUCTION

-Explanation: the teacher has several pictures or photos of animals in a box (pupils have already studied the animals in P-4 and P-5).

ACTIVITY 1

T: what's in the box?

In turns, children open the box and pick up an animal

T: what is it?

P: it's a bird/ fish/ any mammal (dog, cat, cow, pig...)

Worksheet:

Draw a fish, a bird and a dog

ACTIVITY 2

-Groups of 4/ 5 children

-Set of animal cards for each group

-A sorting hoop in A-3

INSTRUCTIONS:

1-Look at the cards

2-Which animals have you got?

3- Find animals with 4 legs and put them in the circle (the teacher explains, looking at the photos, that animals have got legs)

Let's count the legs:

-dog: 4 legs. The dog **has got** 4 legs

-bird: 2 legs. The bird **has got** 2 legs

4- Find animals that live in a farm or at home. Put them in the circle.

5- Find animals with 2 legs. Put them in the circle.

ACTIVITY 3

Worksheet:

Odd one out

LESSON 2

MAMMALS/ EGG LAYERS

ACTIVITY 1

-Explanation: 3 Venn Diagrams on the blackboard. Each one has got a number.

-Classify the animals using the pictures and the photos:

-It's a fish. It goes to number 1

-It's a bird. It goes to number 2

-It's a (any mammal). It goes to number 3

Each set of animals have got a name:

Birds (number 2)

Fish (number 1)

Group number 3 needs a label: The teacher explains the animals through the Power Point Animals (2, 3, 4, 5 and 7) Explanation.

They are going to study only the animals with backbones: vertebrates. There are five animal groups: mammals, birds, fish, amphibians and reptiles. From these five we are going to study the first three groups, although they are going to see that birds, fish, amphibians and reptiles are egg-layers.

Note: In Australia and New Guinea there are three animals known as monotremes. They are like other mammals but instead of giving birth to live young they lay tiny eggs. I've not included these three species in the classification because they are very strange but I think it's good to know this information if any child asks about it.

ACTIVITY 2

Worksheet:

Mammals/ egg layers

ACTIVITY 3

Worksheet:

Word search

ACTIVITY 4

Memory Game:

Set of cards for each group (4/5 children)

Rules:

- Say the name of the animal
- Decide mammal/egg layer
- Keep them if they are the same

LESSON 3

MAMMALS: BODY PARTS

ACTIVITY 1

Jigsaw/puzzle

Animal word cards

-Groups of 4/5 children. Each group with a different jigsaw: Horse, Dog, Elephant, Squirrel, Lion, Cow.

T: what animal is it?

P: it's a

T: is it a mammal or an egg layer?

P: it's a.....

FRAME: (stick on the blackboard)

- It's a.....-

-Choose the word card of your animal

ACTIVITY 2

-Body parts: explanation: Power point: Animals body parts (pages 2, 4 and 6)

After saying the body part the teacher describes the animal using the structure **has got**

-Describe the jigsaw to the class

FRAME: (stick on the blackboard)

-The..... -has got-..... -

ACTIVITY 3

Worksheet:

Label the body parts

LESSON 4

BIRDS: BODY PARTS

ACTIVITY 1

Worksheet:

First, children draw a bird on a piece of paper.

T: Let's draw a bird

Secondly, the teacher or any pupil can bring a small bird in a cage. Children can compare their own drawing with the real animal. The teacher asks questions to help them

-What colour is it?

P: yellow, green.....

-Has it got a beak, legs, and wings?

P: yes, no

Show them the feathers. Birds have their body covered with feathers.

Finally, they can modify the drawing if necessary.

ACTIVITY 2

Body parts: explanation: Power point (page 8)

The teacher says a body part and children can point to it on the PP. Emphasize: beak and wings. Explain again birds have their body covered with feathers.

Worksheet:

They describe their own bird (activity 1)

FRAME:

-The bird has got-

ACTIVITY 3

Types of birds:

What's in the box?

-photos or pictures of: swan, robin, parrot, duck, penguin, seagull, hen, owl

T: What is it?

P: It's a bird

T: It's a robin, swan,

Stick them on the blackboard with the name

Game:

1-Groups of 4 pictures (swan, robin, parrot, duck and penguin, seagull, hen, owl)

2-Stick them on the blackboard

3-Children close their eyes

4-The teacher takes one out and asks: Which bird is missing?

ACTIVITY 4

Poster: groups of 4 children have to draw the 8 birds already studied. They cut out, colour in and put them together in order to have a big poster of birds

LESSON 5

FISH: BODY PARTS

Activity 1

Worksheet:

Observational drawing of a sardine

In groups of 4, children can touch and look at it carefully

T: Look at the fish, it's a sardine.

What colour is it?

Has it got a tail, wings...?

Explain the body parts of a fish (fins, tail...) and warn them about the scales. Fish have their body covered with scales.

Once they have observed the fish they draw it

Activity 2

Animal body parts: Power point (page 10)

Children recognise the body parts:

-Where are the fins...?

Explain again fish have their body covered with scales.

Activity 3

Types of fish:

What's in the box?

-photos or pictures of: cod, shark, goldfish, sardine

T: What is it?

P: It's a fish

T: It's a cod, a shark...

Stick them on the blackboard with the name

Worksheet:

Can you name this fish?

1-The teacher asks the children, looking at the blackboard, to point to each fish and say the name. They write the name underneath.

2-Let's think: How are fish similar to each other?

Looking at the pictures they can observe all the fish have got the same parts

FRAME:

- Fish have got-

Finally they label the body parts of a fish

Activity 4

Review p. point (pages 8 and 10)

Photos and word cards of fish and birds on the blackboard

Worksheet:

Fish or bird?

1-The teacher reads the names of the animals and pupils, in pairs, decide if they are fish or birds and sort them into 2 groups

2- Decide why birds and fish are different.

FRAME:

-Fish have got _____ and birds have got _____ -

LESSON 6

HOW DO THEY MOVE?

ACTIVITY 1

Review: children answer three questions

-What is a bird?

-What is a fish?

-What is a mammal?

There is a frame on the blackboard to help them

FRAME:

- **It's an animal**

- **It has got.....**

- **It lays eggs**

- **It doesn't lay eggs**

Remember them again about the feathers and the scales. Show them several pictures of mammals and ask:

-Do they have feathers/scales?

Teach them that mammals have their body covered with fur or hair instead of feathers or scales

ACTIVITY 2

Display 2 big drawings or posters on the wall and several animal photos or pictures:

-Picture of water and air

-Picture of land and air

Ask the children to put the animal in its place. In turns they stick up the animal. Each time the teacher explains how the animal moves:

-..... swim in water

-..... fly in the air

-run/walk/jump on land

The teacher can easily represent the actions to be understood. At the same time the words **Water**, **Land**, **Air** are written on the drawings.

Worksheet:

How do the animals move?

1-In pairs, pupils draw three animals in different places (air, water and land) in A-3. Explain to the class

FRAME:

- **swim in water**
- **fly in the air**
- **run/walk/jump on land**

2-Children tick the correct answer and explain how animals move with the frame (swim, fly, walk...)

Worksheet:

Multiple choices. Animals' quiz

Children answer several questions working together.

The teacher reads the questions aloud in order to help understanding.

LESSON 7

WHAT DO THEY EAT?

Ask the children to bring information about animals (books, magazines.....) or go to school library and take some books

Activity 1

Explanation Power point: Animals nutrition (page 2, 3, 4 and 6) Explanation through the images.

In groups, write down 3 carnivores, 3 herbivores and 3 omnivores using their information. Children may not have direct experience of some animals but may know something about them from books and films.

Explain to the class and discuss

FRAME:

-The (animal) is a carnivore. The (animal) eats meat

-The (animal) is a herbivore. The (animal) eats plants

-The (animal) is an omnivore. The (animal) eats meat and plants

Worksheet:

Can you feed the animals?

Children draw some food in order to feed some animals.

Fill in the blanks about what the animals eat.

Activity 2

Game: Guess the animal

1-Groups of three:

12 cards: 4 carnivores, 4 herbivores, 4 omnivores

Children draw the animals in the cards (4 each one)

2-Play:

Shuffle the cards and each one takes 4

Ask one question each time, choose from three:

Do you have an omnivore?

Do you have a carnivore?

Do you have a herbivore?

Answer:

Yes, I do (say one animal)

No, I don't

Keep the card if you guess the animal

The pupil with the most cards is the winner

LESSON 8

THE ZOO

Activity 1

Before the visit

Organise a day out visiting Barcelona's Zoo.

Ask the children what they can find in a zoo and what it is for. In order to introduce this topic and to be sure they can express their ideas and understand the teacher without any problems I would use their mother tongue.

I would emphasise:

- A zoo is a place where you can find animals from around the world.
- In the zoo scientists study the animals: needs and behaviour.
- The zoo preserve species threatened with extinction.

After talking ask them to draw 6 animals they can find in a zoo

To prepare for the visit we can go to the zoo internet site

http://www.zoobarcelona.com/ZOO_Barcelona/English/Planol/cuerpo_base.htm

They observe the map and check their animals.

They answer some questions about the map in order to prepare for their visit. The teacher reads the questions to help understanding.

The last question is about graphical symbols. They would probably know some (toilets). To introduce the topic the teacher can show some pictures of them and ask what they mean. Then they can look for the ones in the zoo map. Explain that they will have to interpret them during the visit (when they need toilets or find a place to eat or play).

Activity 2

During the visit

Children work in pairs. They fill in 3 tables about animals. Before going, they have to choose 8 animals to do research on in the Zoo looking for the information

T: write down the same 8 animals in the tables.

In table n°1 you decide if the animal is a mammal or a bird.

In table n°2 you decide if the animal is a carnivore, herbivore or omnivore.

In table n°3 you decide if the animal walks, flies or swims.

They also have a sheet with some graphical symbols and they have to tick all the ones they find in the Zoo.

Activity 3

After the visit

Children are asked to record their data to create a block graph. They would have probably done some in mathematics but in order to help them, the teacher can draw one on the blackboard as an example. At the end they explain, in pairs, their results.

FRAME:

- There are (number).....
- (number) walk/swim/fly

LESSON 9

CARING FOR A PET

Activity 1

Power point: Pets (page 1, 2, 3) Explanation. Show the Power Point and ask them if they know which animals are pets.

Ask the children if they have got a pet and what animal is it.

-Have you got a pet?

-What animal have you got?

Worksheet:

Colour the pets

Look at the pictures and colour all the pets. Then sort them into two groups: pets and no pets.

Activity 2

Power point (page 2) Review

Worksheet:

Match

1-In pairs decide what type of home will be the best for all these pets and explain your choice

FRAME:

1-The _____ needs a house. The _____ needs a lot of room

2-The _____ needs a flat. The _____ doesn't need a lot of room

3- The _____ needs a farm. The _____ needs a lot of room and lots of exercise

2-Think about the needs of these four pets: cat, dog, hamster and fish and draw them in the correct place. Once they have drawn the animals they check their choices and the teacher reads, looking at the pictures, what the animal needs. Then they fill in the blanks with the name of the animal. To help students the teacher can ask questions:

-Which animal swims in a bowl?

-Which animal plays with string?

-Which animal runs on a wheel?

-Which animal fetches a stick?

Activity 3

Power point (page 3) Review

Worksheet:

It tastes good

1- Ask the children to draw 6 animals in the boxes: *cat, dog, rabbit, pig, cow* and *horse*. In order to help them, the teacher says the names several times.

2- In pairs: Sort the animals into two groups:

T: Do you know which animals can be cooked and eaten? (Mime)

T: Can you eat a cat? (Mime)

P: Yes/No

Check the answers (all the class)

During the exercise, the teacher explains that certain religions prohibit the consumption of some animals (cows and pigs). On the other hand, due to cultural beliefs, some animals seen as pets are not able to be eaten. For instance, rabbits in England are beloved pets, so a lot of people never eat them and it's difficult to find this meat, although it's not impossible. (Mother Tongue)

Activity 4

Go to the computer room and explain that they are going to watch a story about a girl who wants to buy a pet

<http://www.storyplace.org/preschool/activities/petsonstory.asp?themeid=13>

1-On line story: The perfect Pet

Ask the children how many pets there are and which one is the perfect one for the girl.

2-On line Activity: Pick a Pet

They have already done this activity in a worksheet (activity 2, worksheet: Match, exercise number 2) so they could probably understand the instructions.

Activity 5

Power point (page 2) Review

In pairs, ask the children to draw a picture of their favourite pet in its home and encourage them to include (draw and write) all the things it needs to be happy and healthy. Then explain to the class.

FRAME: (to decide which their perfect pet is)

-My favourite pet is.....

-What is your favourite pet?

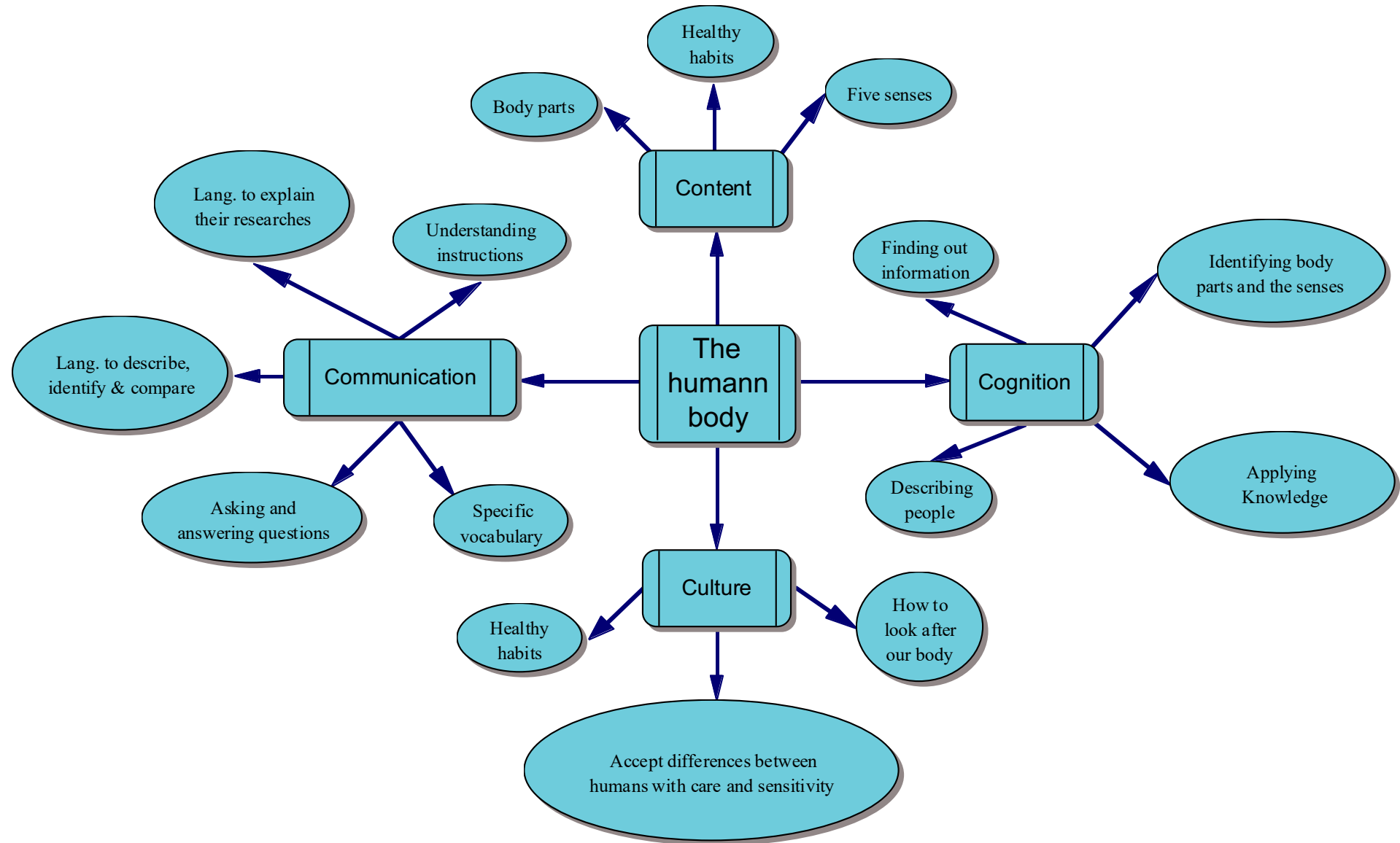
FRAME: (to explain)

-My pet is a.....

-Its name is.....

-It needs.....

The human body Mind map



Unit 2. The human body

Lesson Plan 1. Body parts

AIMS

- 1-To identify and locate parts of the body
- 2-To know that there are variations between humans

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -The body -Similarities and differences between humans 	Pupils will be able to: <ul style="list-style-type: none"> -recognise and name body parts -identify similarities and differences between themselves and between humans
B. Cognition	B. Cognition
To offer opportunities for pupils to: <ul style="list-style-type: none"> -name and locate parts of the body using drawings and labels -search for differences and similarities -interpret charts 	Pupils will be able to: <ul style="list-style-type: none"> -identify through observation(body parts) -practise observation skills -recognise and compare the main external parts of the bodies of humans -know that there are variations between humans -measure differences between themselves and other children -make measurements using non-standard or standard units -collect, organize data and present it in a chart

Unit 2. The human body
Lesson Plan 1. Body parts

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: body parts and adjectives to describe people</p> <p>Language for learning: Language to explain their research: -There are.....</p> <p>Language to answer questions: -It's a.....</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions</p>	<p>-to accept and respect the differences between themselves</p>

Unit 2. The human body

Lesson Plan 2. Get some exercise

AIMS

1-To know the importance of regular exercise to stay healthy

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
-Recognise that exercise is important -Different ways of doing exercise	To allow opportunities for pupils to: -understand the importance of doing exercise -move in a variety of ways
B. Cognition	B. Cognition
To allow opportunities for pupils to: -identify different ways of exercise -make and record observations -transfer information into block graphs	Pupils will be able to: -observe and record their results -present information in charts and tables -recognise which parts of the body are being used

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: body parts and ways of exercise: skipping, jumping, running; numbers, measurement objects, metre and centimetre</p> <p>Language for learning: Language to explain their research: -There are.....</p> <p>Language to answer questions: -It's a.....</p> <p>Language through learning: Language to carry out the PE exercises and the sheets</p>	<p>-to be aware of the importance of regular physical activity</p> <p>- to be sensible and helpful in the activities</p> <p>-to make an effort in practising different skills</p>

Unit 2. The human body
Lesson Plan 3. The 5 senses

AIMS

- 1-To identify the five senses
- 2-To locate the sense organs

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -The 5 senses -The function of each sense 	Pupils will be able to: <ul style="list-style-type: none"> -know the 5 senses and the sense organs -be aware of the 5 senses to find out about the world
B. Cognition	B. Cognition
To allow opportunities for pupils to: <ul style="list-style-type: none"> -name and locate the sense organs using drawings and labels -use the senses to explore different situations -sort different things into groups taking into account their characteristics 	Pupils will be able to: <ul style="list-style-type: none"> -recognise and name the 5 senses -locate the sense organs -experience with their senses -understand instructions -apply new concepts to sort different things -predict and check

COMMUNICATION	CULTURE/CITIZENSHIP
Language of learning: Key vocabulary: five senses, sensations (sweet, rough.....), object names Language for learning: Language to answer questions: -It's a..... Language to describe objects -The (.....) is (sweet, rough....) Language through learning: Language to carry out the sheets Language to understand instructions	<ul style="list-style-type: none"> -take care of their senses - to be sensible and helpful in the science activities

Unit 2. The human body

Lesson Plan 4. Healthy habits

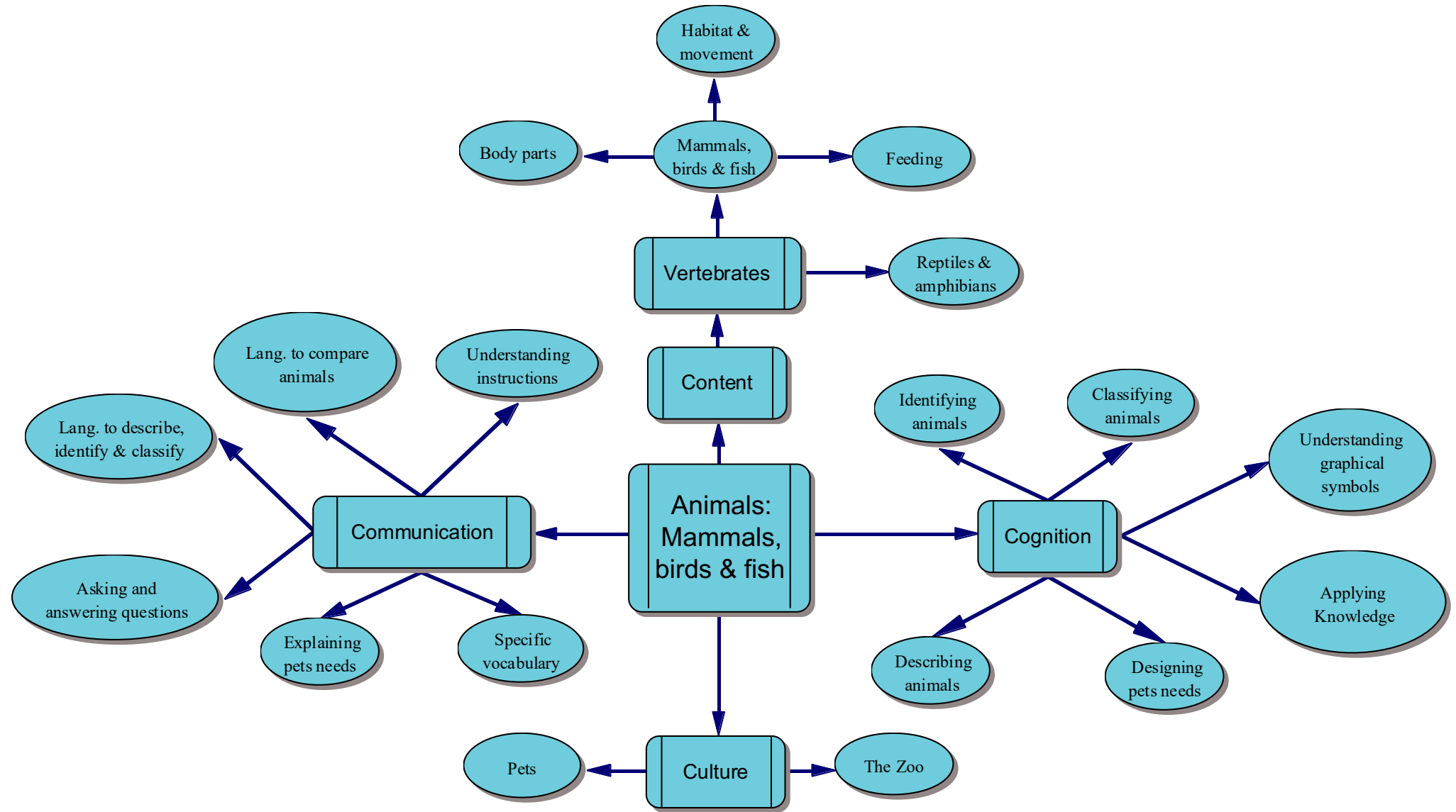
AIMS

1-To become aware of some good habits to stay healthy

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -The importance of sleeping -The cleanliness of the skin 	Pupils will be able to: <ul style="list-style-type: none"> -consider the importance of sleep -learn how to wash hands properly
B. Cognition	B. Cognition
To allow opportunities for pupils to: <ul style="list-style-type: none"> -to distinguish between healthy/unhealthy habits -to know that they need enough sleep -to know that skin needs to be clean -to find out specific information 	Pupils will be able to: <ul style="list-style-type: none"> -calculate and report the number of hours they sleep -investigate who needs clean hands -make comparisons

COMMUNICATION	CULTURE/CITIZENSHIP
Language of learning: Key vocabulary: adjectives (clean, dirty,..); verbs (wash, sleep....); names (soap, numbers) Language for learning: Language to explain their drawings: -I wash my hands..... Language to make comparisons Language to answer questions: -I get up at.../ I go to sleep at... -I sleep....hours Language through learning: Language to carry out the sheets Language to understand instructions	<ul style="list-style-type: none"> -Find out about the hours we need to rest -To get into the habit of washing hands regularly -Make a final display with information about washing hands

Mammals, birds & fish Mind map



Unit 1. Mammals, birds & fish

Lesson Plan 1. Introduction to animals

AIMS

- 1-To identify animals
- 2-To classify animals following a pattern

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
To give an introduction to animals by: -recognising the animals and putting them into different groups -showing ways of classification	Pupils will be able to: -recognise animals -memorise key vocabulary -sort animals into sets
B. Cognition	B. Cognition
To allow opportunities for pupils to: -identify animals -make choices in classifications -understand and follow a given pattern	Pupils will be able to: -say the name of animals -list different sets of animals -distinguish amongst animals -decide groups of animals -draw animals

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: some mammals, birds and fish names, legs</p> <p>Language for learning: Language to classify: -It's a..... It goes to..... -It's a..... In the circle Language support: -What's in the box? -What is it? -Let's count the legs -Numbers 1 to 4</p> <p>Language through learning: Language to carry out the sheets</p>	<p>Pupils will be able to: -identify groups of animals -distinguish between wild and farm animals</p>

Unit 1. Mammals, birds & fish

Lesson Plan 2. Mammals/Egg Layers

AIMS

- 1-To sort animals into mammals, birds and fish
2-To distinguish between mammal/egg layers

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
To introduce: -groups of animals -characteristics of each group	Pupils will be able to: -memorise key vocabulary -put each animal in its suitable group -distinguish between mammal/egg layer
B. Cognition	B. Cognition
To allow opportunities for pupils to: -identify groups of animals -sort animals into groups -compare animals according to how they give birth	Pupils will be able to: -identify animals through observation -apply new vocabulary and knowledge in other context: game -apply new concepts to sort animals -understand instructions to play a game

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: mammal/egg layer, mammal, bird and fish names</p> <p>Language for learning: Language to identify: -It's a mammal -It's an egg layer</p> <p>Language to describe: -Fish/birds lay eggs -Mammals don't lay eggs -It's a fish/bird. Fish/birds lay eggs -It's a mammal. Mammals don't lay eggs -Baby mammals drink milk</p> <p>Language through learning: Language to carry out the sheets and play the memory game</p>	<p>Pupils will be able to: -work in groups -play in groups</p>

Unit 1. Mammals, birds & fish
Lesson Plan 3. Mammals: Body parts

AIMS

- 1-To identify and locate the parts of the body of mammals
2-To describe mammals

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
-Parts of the body -Description of animals	Pupils will be able to: -identify the parts of the body of mammals -memorise key vocabulary -describe mammals -learn mammals are very different
B. Cognition	B. Cognition
To allow opportunities for pupils to: -identify body parts -locate body parts -describe mammals -transfer knowledge	Pupils will be able to: -fit jigsaws -understand instructions -identify through observation -describe mammals -transfer key vocabulary -match body parts and names

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: mammal body parts</p> <p>Language for learning: Language to describe: -It has got -They have got Language to answer questions: -It's a.....</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions</p>	-Interest in learning about animals

Unit 1. Mammals, birds & fish
Lesson Plan 4. Birds: Body parts

AIMS

- 1-To identify and locate the parts of the body of birds
2-To describe birds

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -Different parts of the body -Description of birds -Different types of birds 	Pupils will be able to: <ul style="list-style-type: none"> -identify the parts of the body of birds -memorise key vocabulary -describe birds -learn birds have bodies with similar parts
B. Cognition	B. Cognition
To allow opportunities for pupils to: <ul style="list-style-type: none"> -identify body parts -locate body parts -describe birds -transfer knowledge -recognise and name types of birds 	Pupils will be able to: <ul style="list-style-type: none"> -understand instructions -identify through observation -describe birds -transfer key vocabulary -name birds -match body parts and names

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: birds body parts and birds names</p> <p>Language for learning: Language to describe: -It has got -They have got Language to answer questions: -It's a.....</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions</p>	<ul style="list-style-type: none"> -Interest in learning about animals and -Interest in knowing different types of birds

Unit 1. Mammals, birds & fish

Lesson Plan 5. Fish: Body parts

AIMS

- 1-To identify and locate the parts of the body of fish
- 2-To describe fish

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -Different parts of the body -Describe fish -Different types of fish 	Pupils will be able to: <ul style="list-style-type: none"> -identify the parts of the body of fish -memorise key vocabulary -describe fish -learn fish have bodies with similar parts
B. Cognition	B. Cognition
To allow opportunities for pupils to: <ul style="list-style-type: none"> -identify body parts -locate body parts -describe fish -transfer knowledge -recognise and name types of fish -compare fish and birds 	Pupils will be able to: <ul style="list-style-type: none"> -understand instructions -identify through observation -describe birds -transfer key vocabulary -name fish -match body parts and names

COMMUNICATION	CULTURE/CITIZENSHIP
Language of learning: Key vocabulary: fish body parts and fish names Language for learning: Language to describe: -It has got -They have got Language to answer questions: -It's a..... Language through learning: Language to carry out the sheets Language to understand instructions	<ul style="list-style-type: none"> -Interest in learning about animals and -Interest in knowing different types of fish

Unit 1. Mammals, birds & fish
Lesson Plan 6. How do they move

AIMS

1-To learn how animals move

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
To introduce: -how animals move -places where animals can move	Pupils will be able to: -identify different places -memorise key vocabulary -learn how animals move -classify animals taken into account
B. Cognition	B. Cognition
To allow opportunities for pupils to: -describe different ways of movement -identify different places -relate ways of movement to animals -relate ways of movement to places	Pupils will be able to: -understand instructions -identify through observation -deduce animals' ways of movement -choose habitats for animals

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: habitats and ways of movement</p> <p>Language for learning: Language to explain ways of movement It swims in water It flies in the air It walks, runs on land</p> <p>Language to answer questions: -It's a.....</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions</p>	-General knowledge where animals can live

AIMS

1-To distinguish among carnivores, herbivores and omnivores

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -Carnivores, herbivores and omnivores -Classification of animals according to what they eat -Description of animals taking into account how they feed 	Pupils will be able to: <ul style="list-style-type: none"> -identify types of food (meat, plants) -memorise key vocabulary -relate animals to what they eat -classify animals: carnivores, herbivores, omnivores
B. Cognition	B. Cognition
To allow opportunities for pupils to: <ul style="list-style-type: none"> -identify carnivores, herbivores and omnivores -sort animals into groups -transfer knowledge -investigate what animals eat 	Pupils will be able to: <ul style="list-style-type: none"> -understand instructions -identify through observation -find specific information

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: carnivore, herbivore, omnivore</p> <p>Language for learning: Language to describe what animals eat: The (animal) is a car. / herb. omniv. The (animal) eats meat, plants...</p> <p>Language to answer questions in a game: -Do you have.....? Yes I do, No I don't</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions</p>	<ul style="list-style-type: none"> -Respect the rules of a game to play fair -Different types of diets depending on the animal

AIMS

- 1-To understand what a zoo is and its functions
- 2-To identify and classify animals

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
<ul style="list-style-type: none"> -The importance of a Zoo -Mammals and birds: habitat and feeding -Introduction to a Map -Meaning of some graphical symbols 	<p>To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> -discover, in advance, what they are going to see using a map -identify and observe real animals and review their knowledge about them -use graphical symbols -memorise key vocabulary
B. Cognition	B. Cognition
<p>To allow opportunities for pupils to:</p> <ul style="list-style-type: none"> -apply newly learned concepts -identify through observation -observe and discover about animals in a Zoo -transfer information into a block graph -understand some graphical symbols 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> -apply new knowledge observing real animals -find specific information about animals -record their evidence in tables -produce and interpret simple block graphs

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: animals names and graphical symbols</p> <p>Language for learning: Language to explain their research: -There are..... -..... walk, swim, fly Language to answer questions: -It's a.....</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions during the visit</p>	<ul style="list-style-type: none"> -Learn to respect and love animals -Appreciate the importance of the Zoo for the welfare of animals -Respect public places. Help to keep them clean -Use international graphical symbols

AIMS

- 1-To identify pets
- 2-The needs of a pet

TEACHING OBJECTIVES	LEARNING OUTCOMES
A. Content	A. Content
-Identification of pets -What are the needs of a pet	To allow opportunities for pupils to: -recognise and name different pets -list the needs of a pet -memorise key vocabulary
B. Cognition	B. Cognition
To allow opportunities for pupils to: -distinguish between pets/no pets -identify the pets in a short story -design the needs of a chosen pet	Pupils will be able to: -synthesize new knowledge by designing the needs of his/her own pet -recall the animals watched in a short story -understand and decide what pets do in a multiple choice story

COMMUNICATION	CULTURE/CITIZENSHIP
<p>Language of learning: Key vocabulary: pets and needs: -water, food, exercise, shelter, vet, house, flat</p> <p>Language for learning: Language to describe their own pet and needs: -My pet is a..... -My pet needs..... Language to answer questions in a film: -It's a.....</p> <p>Language through learning: Language to carry out the sheets Language to understand instructions</p>	<p>-Learn to respect and love pets -Learn to take care for a pet</p>

LESSON 1

BODY PARTS

ACTIVITY 1

We can start the study of the human body through games which involve the children sorting themselves into different categories. On the floor (or on a wide piece of paper) draw two chalk circles in different colours. Then ask the children to put themselves in one group or the other. For example: boys in the red and girls in the blue. Change the criteria, long hair, and short hair, people who like apple juice and people who don't (show them an apple juice).

FRAME:

-There are (number) girls and (number) boys

Some of the results can be recorded to create block graphs. As an example the teacher makes a block graph on the blackboard (e.g. long/short hair).

Worksheet:

How many in the class.....?

ACTIVITY 2

Power point: Human body parts (pages 2, 3, and 4). Explain the different body parts through the slides.

Encourage them to work on the worksheets to assess their new knowledge

Teacher:

-Can you label the body parts?

-Draw somebody you know and label all the parts shown in the PP

Worksheet

The body

ACTIVITY 3

Power point: Human body parts - face (pages 6, 7 and 8). Explain the different parts of the face through the slides.

Worksheet:

Spot the difference: In pairs, they look for differences in a drawing of two faces

Worksheet:

Change the face: Give each child a face template and tell them they have to complete it by drawing the hair and colouring the eyes. They can add make-up or wrinkles. Once they finish they describe the face.

FRAME:

-My face has got (long/short) hair

-My face has got (colour) eyes

-My face is a (boy/girl)

ACTIVITY 4

Power point: Differences (pages 1 and 2). Explain the differences through the slides. Review the parts of the face

Tell the children they are going to investigate the following categories: Height, shoe size, hand span and fingerprints.

HEIGHT

In groups of 4/5 the children measure each other's height. Provide each group with a tape measure and a data table to record the result. As an example, to help comprehension and to show how to do it, the teacher measures one child in front of the class.

Teacher:

- This is a tape measure
- How tall is (name)?
- (name) is 1 metre, centimetres tall.

FRAME:

-is 1metre andcentimetres tall

(The teacher should probably help the children with the numbers in English by revising or teaching the numbers from 10 to 20).

Worksheet:

Data table: Height

When all the children have been measured the teacher asks a question about the result:

Teacher: How tall is (name)?

Children answer using the frame.

FRAME:

-is 1metre andcentimetres tall

Finally the teacher collects the results and fills in a table with the name and the height of each child, starting with the tallest one and finishing with the shortest one. The next session he/she brings the results and as he/she reads it the children line up in order of height.

ACTIVITY 5

SHOE SIZE

The pupils measure how long their foot is by looking at their shoe size.

In groups of 4/5 they take out a shoe and write down the shoe size number. Then they make a pictogram about all the class.

Teacher:

- Let's see how long your foot is
- Take out your shoe and look at the number on the sole. Write it down on your paper.

(The teacher does the actions as he/she talks).

Then he/she asks some questions:

Teacher:

-How many children have got size 25/26/27/.... shoes?

-There are (children) with size 26.... shoes.

As the pupils hold up hands the teacher, on the blackboard, and the children, on the paper, write down the number. Then the teacher explains how to make a pictogram. The children make it.

Worksheet:

Shoe size

ACTIVITY 6

HAND SPAN

Tell the children they are going to measure their hands. The teacher draws his/her hand on the blackboard and explains what a hand span is. Then with a ruler measures it.

Teacher:

-My hand span is 20 centimetres long.

In groups of 4/5 ask the children to measure their hand with a ruler from the tip of the thumb to the tip of the little finger. They draw, in a piece of paper, their hands. Afterwards, they record the results on a table. Finally ask them to write the names of their group in order: shortest hand span to longest hand span.

To help comprehension the teacher makes up an example

Worksheet:

Hand span

ACTIVITY 7

FINGERPRINTS

Another difference between humans is the fingerprints. Tell the children to examine and investigate their fingerprints. These can be made by rolling the fingers from one side to the other, first on the ink pad and then on the paper (better use card).

Show them different patterns of fingerprints and explain they are going to find out what sort of fingerprints they have. They can work in groups of 4/5 to help each other to obtain the fingerprints of both hands. Start with the right hand and finish with the left one. Show them a picture of a hand with the name of each finger to fill in the chart correctly.

Worksheet:

Fingerprint record chart

Once this is done, each group compares their fingerprints and explains their research to the class.

FRAME:

- The fingerprints are (all different/all the same)

Explain that fingerprints are persistent and unique for each person (mother tongue).

LESSON 2

GET SOME EXERCISE

ACTIVITY 1

This lesson will have a physical part.

Explain to the children they are going to do some movements very quickly in the class: run, hop, jump, stretch and bend arms and legs.

Teacher:

-Let's run

-Let's hop.....

(Use miming to make you understood)

After doing it, they answer some questions in a worksheet. The teacher reads them aloud to help understanding.

Worksheet:

Movement

Then, they do the exercises again.

To observe some changes in the body during exercise ask them how they feel when they finish

Teacher:

-How do you feel after the exercise?

-Are you warmer?

-Are you out of breath?

-Do you feel thirsty?

Explain to the children that the body has to be active and needs to take regular exercise in order to keep healthy (mother tongue).

Worksheet:

Being active/being inactive

ACTIVITY 2

Groups of 4/5. Tell the children they are going to undertake a variety of playground activities in order to find out what they can do. All the activities are going to be tested. The children should record the results and represent them in a graph form. They will need balls, skipping ropes, timers.

Go to the play ground and give each group a skipping rope, a ball, a timer (show them how it works) and a data table to fill in. Explain they are going to measure how many skips, bounces they can do in 20 seconds and how long it takes to run a certain distance.

FRAME:

-In 20 secondsskips

-In 20 seconds....bounces

-It takes....seconds to run from.....to....

Worksheet:

Playground activities chart

LESSON 3

THE 5 SENSES

ACTIVITY 1

The objective of this lesson is to be aware of our five senses to find out about the world.

Power point: The five senses (pages 2, 3, 4, and 5). Explain the five senses through the PP.

Give the children a series of short activities related to each of the five senses. Make groups of five children and tell them that each member of a group is going to experience 1 sense. Each child is going to wear a badge with the name of his/her sense. So there will be, in each group, if possible, the "sight" child, the "hearing" child, the "taste" child, the "smell" child and the "touch" child

ACTIVITY 2

SIGHT

Put the 4/5 children in front of a long table and not very close to it. Tell them to close their eyes and then put a glass for each pupil and a jug of water. Cover one eye of each child and tell them to open the other. They have to pour the water in the glass with one eye open and without any previous references.

-Do they splash the water out? Or

-Can they pour the water into the glasses?

Try it again using the two eyes

Ask the groups:

Teacher:

-Is it difficult with one eye?

-Is it difficult with two eyes?

In groups they do the worksheet

Worksheet:

Sight (explain what blind people means)

ACTIVITY 3

HEARING

The "hearing" children of each group close their eyes and guess what they hear:

(Take some volunteers to make the sounds)

-whistle

-bounce a ball

-pop a balloon

-crease a paper

-write on the blackboard

-an alarm clock

-open/close the door

-switch on/switch off the lights

-clap hands

-stamp feet

(If they answer in their mother tongue, the teacher repeats it in English)

FRAME:

-What is it?

-It's a.....

Worksheet:

Hearing

ACTIVITY 4

TASTE

Bring to the class four items of food for each group: sugar, salt, lemon, and chocolate (bitter).

As they try each one, explain each taste and stick on the blackboard different word cards of each one.

SUGAR	SWEET
SALT	SALTY
LEMON	SOUR
CHOCOLATE	BITTER

Then the "taste" children close their eyes. Give each group, different bowls with:

-olives, sweets, lemon, honey, bitter almonds, salty almonds, kiwi fruit

They guess the food they try and say if it's sweet, salty, sour or bitter

(If they answer in their mother tongue, the teacher repeats it in English)

FRAME:

-What is it?

-It's a.....

Worksheet:

Taste: All the children can taste the food and do the exercise.

ACTIVITY 4

TOUCH

Bring to the class different items to show the softness, hardness, smoothness and roughness of the objects (a pillow, a brush, a ball, a table). The children touch the objects while the teacher explains the qualities of the things.

Teacher:

-The pillow is **soft**

-The brush is **rough**

-The table is **hard**

-The ball is **smooth**

Stick on the blackboard the four word cards:

SOFT-HARD-ROUGH-SMOOTH

Start the science activity. The “touch children” have to identify objects in a feely bag and tell if they are SOFT-HARD-ROUGH-SMOOTH (some objects may have two qualities)

Things to touch: **Coin, plastic card, soft toy, kiwi fruit,**

(If they answer in their mother tongue, the teacher repeats it in English)

FRAME:

- **What is it?**

- **It's a.....**

Worksheet

Touch

Give each group five items (sponge, mirror, sandpaper, apple and a rubber). Ask them to guess what they feel like without touching them. Afterwards they check their answers and describe to the class what they feel like

FRAME:

The (object) is (soft-hard-rough-smooth)

Worksheet:

Feeling

ACTIVITY 5

SMELL

Tell the “smell” children they are going to identify several things using the smell sense. As usual, they close their eyes.

Things to smell: **Washing-up liquid, eau-de-cologne, lemon, vinegar, tea, coffee and water** (when they are not able to identify it by just smelling, they can open their eyes and ask what senses they need to know what it is : sight and taste)

FRAME:

- **What is it?**

- **It's a.....**

Worksheet:

Smell

All the children smell the items and decide which ones they like and which ones they don't

Worksheet:

Five senses

They review the five senses

LESSON 4

HEALTHY HABITS

This lesson is to make children aware of some healthy habits.

ACTIVITY 1

WHY WE NEED TO DO HAND WASHING

Groups of 5/6. Ask the children to look at their hands (if possible after playtime).

Are they clean or dirty?

Who needs to wash them? (Show soap and a bowl of water)

Give each group a bowl of water, soap and kitchen roll paper. Tell them to wash hands with soap (concentrate on your palms, between your fingers and under and around your nails), rinse them in the bowl of water and dry with the roll paper (mime the actions).

Once they have finished look at the water and ask:

Teacher:

What colour is the water?

Why?

Help them if they answer in their mother tongue.

Note: Tell them to go to the school toilet and use clean fresh water in the sink to wash and rinse hands again as the one in the bowl was not running water. It was just to prove how dirty the hands were. Explain we need to wash hands to avoid germs and bacteria (mother tongue if necessary)

ACTIVITY 2

WHEN WE NEED TO WASH OUR HANDS

Watch the video in the following link:

http://www.washyourhandsofthem.com/campaign/campaign_childrenspack_anim.html

After watching the film, ask them in which situations we need to wash hands. (The ones already watched and others they can think about.) The teacher writes on the blackboard the answers in English (after going to the toilet, touching an animal, blowing your nose or coughing, before eating, cooking, doing homework.....).

Encourage the children to draw one of these situations in order to do a big display for the classroom. They explain their drawing.

FRAME:

-I wash my hands (after/before).....

The teacher can write the situations to wash hands watched in the film next to the drawings for the display.

FURTHER ACTIVITIES

The children can make a puppet call "Handy" and can get a reward badge to remind them to wash hands. They can wear it during the school day for a week. Get the Handy images and badges from the following website:

http://www.washyourhandsofthem.com/campaign/campaign_childrenspack.html#handy

ACTIVITY 3

GET SOME REST

Worksheet:

Get some rest.

1- Ask the children to look at the two pictures

Teacher:

-What is he/she doing in number 1?

Once they have answered (mother tongue or English), the teacher says the sentence

Teacher:

-He/she is going to sleep

-What time? (There is a clock in the picture)

-What time do you go to sleep? (Use number flashcards to help them). They can ask at home if they don't know. The ones who know it can answer with the help of the frame

FRAME:

-I go to sleep at.....

Teacher:

-What is he/she doing in number 2?

Once they have answered (mother tongue or English), the teacher says the sentence

Teacher:

-He/she is getting up.

-What time? (There is a clock in the picture).

-What time do you get up? (Use number flashcards to help them). They can ask at home if they don't know. The ones who know it can answer with the help of the frame.

FRAME:

-I get up at.....

2- Encourage the children to observe the two clocks.

Teacher:

-Can you tell me how many hours does he/she sleep? Let's count.

-He/she sleeps.....hours.

Explain to the children we need to rest a number of hours at night to get ready and rested for the next day.

They calculate the number of hours they sleep in the exercise (**Worksheet: Get some rest.**)

FRAME:

-I sleep hours

ACTIVITY 4

SLEEPING ANIMALS

Tell the children to draw some animals: lion, chimpanzee, pig, koala, cat, mouse, elephant, giraffe and one of an adult

Teacher:

- What animal is it?
- Do these animals sleep? How many hours?
- Do they sleep more than you or less than you?

Worksheet:

Sleeping animals; Children guess if the animals sleep more or less than a child.

They can check their answers going to the website (play the **time for bed game**)

http://www.kidshealth.org/PageManager.jsp?lic=1&article_set=37017&ps=110

In the exercise there is a new animal: the sloth: a *slow-moving tropical American mammal that hangs upside down from branches* (Oxford Dictionary). The teacher should present this animal before doing the exercise because it is not very well known by the children.