



Line of development	Key questions/incidents
<p>Bring puppy or other baby pet into school</p> <p>▼</p> <p>Discussion to raise interest in pets</p> <p>▼</p> <p>Choosing a pet</p> <p>▼</p> <p>Caring for a pet</p> <p>▼</p> <p>Pets as 'helpers'</p> <p>▼</p> <p>Finale: visit from guide dog/hearing dog or "pets' afternoon' in school</p>	<p>What sort of creatures make good pets?</p> <p>Who has a pet?</p> <p>Where do you get pets?</p> <p>Which pet would you like?</p> <p>What does a pet need?</p> <p>How do you care for a pet?</p> <p>What do you do if a pet falls ill?</p> <p>What animals help us?</p>

Curricular area: Environmental Studies: Pets**Class: P2/****Block: September–October****Level: A****Pre-topic assessment:***School Material*

Teaching approach	Learning outcomes	Assessment
Class Group Individual	To know which animals can be kept as pets and which animals are not suitable as pets.	audio–visual recording hard copy observation oral questioning/discussion other
Class Group Individual	Children can give a descriptive account of their own pet.	audio–visual recording hard copy observation oral questioning/discussion other
Class Group Individual	Children will be able to name: body parts, homes, care, food, exercise of a particular pet.	audio–visual recording hard copy observation oral questioning/discussion other
Class Group Individual	Children will know what a vet does.	audio–visual recording hard copy observation oral questioning/discussion other
East Lothian Planning Guidelines	<i>Learning outcomes should identify clearly what pupils must do to demonstrate that they have learned.</i>	<i>The assessment should relate directly to the learning outcome.</i>

Pets

Class: P2/

Date:

Highlight level: A B C

Key questions/incidents	Learning activities	Assessment/evaluation	Environmental Studies
What sort of creatures make good pets?	Discuss what makes a pet: the difference between wild and tame <input type="checkbox"/> <input type="checkbox"/> Making lists of wild and tame and their characteristics <input type="checkbox"/> <input type="checkbox"/> Lists of opposites <input type="checkbox"/> <input type="checkbox"/> Make poster advertising pets for sale or needing a good home <input type="checkbox"/> <input type="checkbox"/>	If appropriate, insert number in box in column 2 and expand if necessary. 1. Observation 2. Questioning 3. Active listening 4. Marking and commenting on pupils' work 5. Specific assessment tasks 6. Self-assessment 7. Peer-assessment 8. Testing	Knowledge and Understanding: highlight main outcomes Science <ul style="list-style-type: none"> • Earth and space • Energy and forces • Living things and the processes of life Social Subjects <ul style="list-style-type: none"> • People in the past • People and place • People in society Technology <ul style="list-style-type: none"> • Technological capability
Who has a pet?	Individual stories about their own pets <input type="checkbox"/> <input type="checkbox"/> Pictograph of class pets <input type="checkbox"/> <input type="checkbox"/>		
Where do you get pets?	Set up a pet shop in the class <input type="checkbox"/> <input type="checkbox"/> Drama activities in the pet shop <input type="checkbox"/> <input type="checkbox"/>	Insert code, as below, in second box, to show approach. C Class G Group I Individual	Skills: highlight those emphasised <ul style="list-style-type: none"> • Preparing for tasks • Carrying out tasks • Reviewing and reporting on tasks
Which pet would you like?	Pictograph of most popular pets: comparison with class pets graph <input type="checkbox"/> <input type="checkbox"/> Do a pictograph based on a survey of an older class – compare <input type="checkbox"/> <input type="checkbox"/> Writing descriptions of the pet they would choose along with drawings and labels <input type="checkbox"/> <input type="checkbox"/> Associated stories, songs and poems along with using computer-based programmes, e.g. KidPix <input type="checkbox"/> <input type="checkbox"/> Technology problem: 'Can I make a model of a pet with a moving part?' <input type="checkbox"/> <input type="checkbox"/>	Evaluation Any evaluative comments with regard to the activities and/or the pupils' performance of these should be noted overleaf. An end of theme evaluation could also be entered.	Developing informed attitudes: highlight those emphasised <ul style="list-style-type: none"> • A commitment to learning • Respect and care for self and others • Social and environmental responsibility Insert key strands from other curricular areas that are addressed in this theme.

Pets (2)

Class: P2/

Date:

Highlight level: A B C



Key questions/incidents	Learning activities	Assessment/evaluation	Environmental Studies
What does a pet need?	Discussion and lists about what a pet would need <input type="checkbox"/> <input type="checkbox"/> Observing a pet, e.g. a guinea pig or hamster or rabbit to help find out more <input type="checkbox"/> <input type="checkbox"/> Vocabulary list of names for homes for different pets <input type="checkbox"/> <input type="checkbox"/> Making a home for a pet with Mobilo or other materials <input type="checkbox"/> <input type="checkbox"/> Discussion about health and security <input type="checkbox"/> <input type="checkbox"/>	<p>If appropriate, insert number in box in column 2 and expand if necessary.</p> <ol style="list-style-type: none"> 1. Observation 2. Questioning 3. Active listening 4. Marking and commenting on pupils' work 5. Specific assessment tasks 6. Self-assessment 7. Peer-assessment 8. Testing 	<p>Knowledge and Understanding: highlight main outcomes</p> <p>Science</p> <ul style="list-style-type: none"> • Earth and space • Energy and forces • Living things and the processes of life <p>Social Subjects</p> <ul style="list-style-type: none"> • People in the past • People and place • People in society <p>Technology</p> <ul style="list-style-type: none"> • Technological capability
How do you care for a pet?	Visit to a pet shop <input type="checkbox"/> <input type="checkbox"/> Draw a time chart of a day in the life of a pet <input type="checkbox"/> <input type="checkbox"/> Do diagrams with labels re feeding/handling/cleaning routines <input type="checkbox"/> <input type="checkbox"/> Make a game of associating the correct food with the appropriate pet <input type="checkbox"/> <input type="checkbox"/> Prepare article on how to look after your pet – different one for each group <input type="checkbox"/> <input type="checkbox"/>	<p>Insert code, as below, in second box, to show approach.</p> <p>C Class G Group I Individual</p>	<p>Skills: highlight those emphasised</p> <ul style="list-style-type: none"> • Preparing for tasks • Carrying out tasks • Reviewing and reporting on tasks
What do you do if a pet falls ill?	Visit to the vet or visit from the vet <input type="checkbox"/> <input type="checkbox"/> Turn the home corner into a vet's and used for free drama <input type="checkbox"/> <input type="checkbox"/>	<p>Evaluation</p> <p>Any evaluative comments with regard to the activities and/or the pupils' performance of these should be noted overleaf.</p>	<p>Developing informed attitudes: highlight those emphasised</p> <ul style="list-style-type: none"> • A commitment to learning • Respect and care for self and others • Social and environmental responsibility
What animals help us?	Discuss working pets <input type="checkbox"/> <input type="checkbox"/> Make a frieze with written information <input type="checkbox"/> <input type="checkbox"/> Visit from guide dog <input type="checkbox"/> <input type="checkbox"/>	<p>An end of theme evaluation could also be entered.</p>	<p>Insert key strands from other curricular areas that are addressed in this theme.</p>