

Hattie Peck



Caring for Farm Animals

Curriculum Links

EYFS

Communication and Language:

Listening and Attention: Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Understanding: Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Extend vocabulary; Develop own narratives and explanations connecting ideas.

PSED:

Self-confidence and Self-awareness:

Confident to speak in front of a familiar group and will talk about their ideas.

KS1

English:

Spoken Language: Listen and respond appropriately to adults and peers; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Participate in discussions; Consider and evaluate different viewpoints.

Science:

Animals: Find out about and describe the basic needs of animals.

Resources:

Animal-related products and food items from animals reared on farms.

Hattie Peck



Caring for Farm Animals

Activity:

Read 'Hattie Peck' and discuss the story.

Reveal a group of animal-related food items (milk, eggs, sausages etc) and farm-related objects, such as a toy tractor and plastic animals, one-by-one to the children. As each object is revealed, ask the children if they can guess what the lesson theme is going to be.

Explain that Hattie Peck is a chicken and that chickens are often kept on farms. Many food items and other products that we enjoy come from animals that are kept on farms. Explain that farm animals have basic needs that must be met by the humans who care for them. Discuss the ways in which we can influence the health and welfare of these animals.

Ask the children which food items they enjoy eating. Explain that without farm animals we would not be able to enjoy eating these types of food.

Explain that farm animals, like Hattie Peck, need humans to look after them. Working in groups, ask the children to list the things that farm animals need from humans. Follow up the group activity with a class discussion of the four main things farm animals need in order for them to be happy. Make comparisons between what the animals need and what the children need from their parents or carers:

- food and fresh water
- shelter
- prevention and treatment from disease
- plenty of space and company of other animals of their own species

Introduce children to the natural behaviours for hens, like Hattie Peck, i.e. flapping their wings, pecking the ground, laying eggs and sitting on them and dustbathing. Can the children act out these types of behaviour?

Ask one group of children to sit in a confined space, such as underneath a table, and ask them to pretend to be caged hens. Ask another group to pretend to be free-range hens who can choose where to go in an open space. Ask the children which group of hens they think is the happiest. Explain that we can choose whether to buy free-range eggs or those of caged hens. Ask the children to look at the different types of eggs that are available when they next go shopping and ask them to think about which type of egg they would prefer to eat.

Explain that there are great differences in the way that other farm animals are treated too, and that we can all make choices, relating to how we feel about how animals are treated, when we buy food from the shops.

Hattie Peck



All Families Are Different

Curriculum Links

EYFS

Communication and Language:

Listening and Attention: Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Speaking: Extend vocabulary; Develop own narratives and explanations for connecting ideas.

Understanding of the World:

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

KS1

PHSE Association Programme of Study:

Essential Skills: Empathy, Recording and Using Data

Core theme 3: Living in the Wider World

History:

Chronological Understanding:

Place events and objects in chronological order; Use common words and phrases relating to the passing of time, for example, 'before', 'after', 'a long time ago', 'past'.

English:

Spoken Language: Listen and respond appropriately to adults and peers; Give well-structured descriptions, explanations and narratives for different purposes; Participate in discussions.

Reading: Read and understand simple sentences; Demonstrate understanding when talking about what they have read.

Writing: Write simple sentences which can be read by themselves and by others. Some words are spelt correctly and others are phonetically plausible.

Resources:

Family Tree Activity Sheet (see Activity Sheet section)

Hattie Peck



All Families Are Different

Activity:

Read 'Hattie Peck' and discuss the story.

Discuss how surprised Hattie must have been when all of the rescued eggs hatched. Explain to the children that all families are different. For example: small families; grandparents; adopted children; foster care families; step-mother / father or brothers and sisters; only child; lots of children etc. Ask the children, in pairs or in groups, to make a list about everything they know about families.

Ask the children to think about something that makes their family different, just like Hattie Peck's. Ask for volunteers to share something about their family. Also discuss the importance of families and give examples. For example, 'My family is important to me because if I am sad, they try to make me happy.' Ask the children to think about why their families are important to them.

Give each child a piece of paper and ask them to draw a picture of their family. Explain that the picture must include something about their family that is important to them.

Ask the children to complete a simple Family Tree using the Family Tree Activity Sheet. If this family tree template does not reflect a child's family, ask them to make up their own family tree picture.

Hattie Peck



Choices

Curriculum Links

KS1

PHSE:

PHSE Association Programme of Study:

Essential Skills: Negotiation

Core Theme 2: Relationships

Core Theme 3: Living in the Wider World

SEAL:

Relationships

Good to be me

English:

Spoken Language: Listen and respond appropriately to adults and peers; Articulate and justify answers; Participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Resources:

'Choices' activity sheet

Activity:

Read 'Hattie Peck' and discuss.

Discuss the things that Hattie Peck did in the story. Explain how lots of things that we do have consequences, some good and some bad - we have to make choices.

Explain that Hattie Peck made a decision to do something good and that her actions had a good consequence when all of the abandoned eggs hatched. Explain that humans are responsible for the health and well-being of farm and domesticated animals. Encourage children to think about how we can be responsible for making good decisions and that getting help from a grown-up is sometimes very important.

Ask children to work in pairs and to answer the questions on the 'Choices' activity sheet. Then discuss their answers as a class and explain that it is never acceptable to be cruel or to hurt a farm or domestic animal.

Hattie Peck



Size Ordering

Curriculum Links

EYFS

Communication and Language:

Listening and Attention: Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Speaking: Extend vocabulary; Develop own narratives and explanations for connecting ideas.

Mathematics:

Shape, Space and Measure: Use mathematical language to talk about size.

Understanding the World:

Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own environment and how environments might vary from one another.

KS1

English:

Spoken Language: Listen and respond appropriately to adults and peers; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Participate in discussions; Consider and evaluate different viewpoints.

Mathematics:

Measurement: Compare, describe and solve practical problems for heights and lengths.

Resources:

'Size Ordering' activity sheet cards.

Ask children to bring in a photo of their parents when they were younger and one of them in the present day.

A digital camera.

Hattie Peck



Size Ordering

Activity:

Read 'Hattie Peck' and discuss.

Discuss why Hattie wanted to collect all of the abandoned eggs in the world – because she couldn't hatch an egg of her own. Discuss how Hattie managed to collect all of the abandoned eggs on her big adventure. Explain that although she hadn't laid the eggs herself, big or small, she loved them all.

Talk about how, like Hattie Peck, we can all help others and animals. Emphasise that we are all different, just like the animals who Hattie rescued and helped to hatch. Explain that some of the animals were smaller than others and some were taller or longer. Demonstrate that humans are just the same, by comparing yourself and another adult, then with the children.

Get the class to line up in height order and then take a photo. Allow children to use a camera to photograph their friendship group in height order. If you are reading this book at the start of the year, you could plot the children's height over the course of the year and revisit the book during the summer term.

Encourage the use of mathematical vocabulary during the discussions: Big, bigger, biggest, small, smaller, smallest, tall, taller, tallest, short, shorter, shortest, long, longer, longest.

Ask the children to consider how the sizes of the different animals hatched by Hattie will change over time. Which animal will be the biggest, or the smallest, when all of the animals are fully grown?

Cut out the size ordering cards from the Activity Sheet section and ask children to work on their own, or in pairs, to order the cards from smallest to biggest.