

Houses and Homes- Year Two

Key Stage One (Year Two) links:

- *Geography: Human and physical geography: 'Identify seasonal and daily weather pattern. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop'* (Department for Education, 2014).
- *Science: Living things and their habitats: 'Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other'* (Department for Education, 2014).
- *Science: Animals, including humans: 'Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)'* (Department for Education, 2014).

Using the Farm to support this topic

Take your students to visit a variety of the animals around the farm. Discuss the following points from your observations:

- What is the name of this house?
- How is this house similar or different to other animal's houses?
- Why is the house made in this particular way (shape, materials)?
- How does this house protect the animals? How does the house support the animals during both summer and winter months?
- Farmers give the animals a house to help look after them to support their basic needs for survival- what else might a farmer do to look after their animals?
- Why do some animals need to come into the barn in the winter, while others can stay out all year with just the field shelter? How are they better adapted? (Hardy breeds such as Highland cattle)
- What would these animals' habitats be in the wild? What would their home look like there?

Pointers for teachers

Look out for the following animals around the farm; most can be viewed in/around their usual houses at any given time.

Sheep and Goats.

Sheep and goats live in a *barn*, or have a *field shelter* outside.

Suggested animal activities if available: feeding the sheep and goats in the hands-on area, Tractor and Trailer rides, sheep show.

Poultry

Chickens live in a *coop*. Our chickens come into the *barn* and live in the *hutches* during winter.

Suggested animal activities if available: Egg Collecting.

Rabbits and guinea pigs

Rabbits and guinea pigs live in a *hutch*.

Suggested animal activities if available: Funny Bunnies.

Pigs

Pigs might live in a *sty*. Ours live in a pig *arc* outside, or live inside in the *barn*.

Suggested animal activities if available: Piggies Lunchtime or Teatime.

Cows

Located at various places around the farm.

Cows might live in a *cow shed*. Ours have a *field shelter* outside, or live inside in the *barn*.

Suggested animal activities if available: Tractor and Trailer rides, Cow-Milking Demonstration.

Ponies and donkeys

Located at various places around the farm.

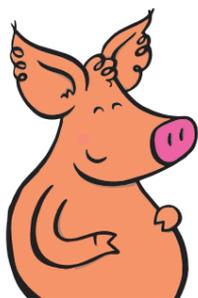
Ponies and donkeys might live in a *stable*. Ours have a *field shelter*.

Suggested animal activities if available: Tractor and Trailer rides.

Suggested Classroom activities

The following resources and discussion points can be used before or after your visit.

- Discuss what all mammals require for survival: food, air and water. In addition to this animals require protection and shelter from the elements- Students could consider why their house is shaped the way it is, and how this protects them. Discussion of different types of houses around the world could be considered. Discuss how some animals prepare themselves for winter.
- Worksheet: What's the house called? Students should consider why animals require a house (to provide shelter). Students should then label the different parts of a house, before identifying the names of each type of animal home (sty, stable, field and barn).
- Worksheet: Where do I live? Students should draw a different home for each animal. They should think about how it will protect them from the elements. There is an additional question that some students could tackle- they could consider how dogs might live in a human house or a kennel, or horses might live in a stable or just in a field. Students could name the different parts of a house



Houses and Homes

1. Why do animals need a house?

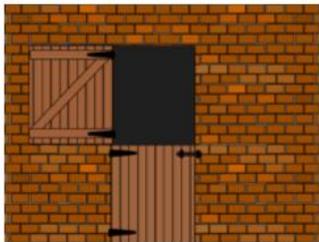
2. Label the roof, door and walls on this house.



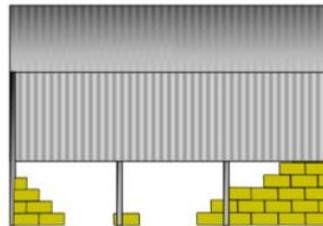
coop

What animal would live in this house?

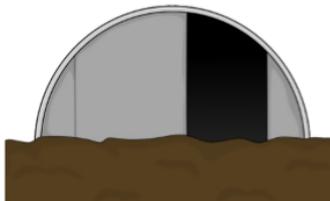
Different animal houses have different names. Chickens live in a *coop*. Label each of these houses with the right name.



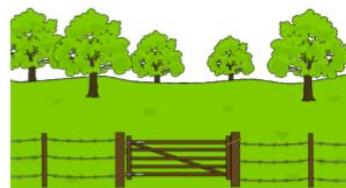
This house is called a:



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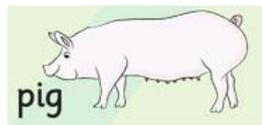
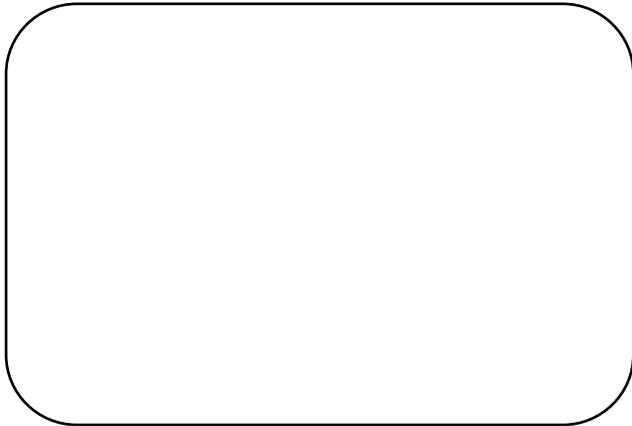
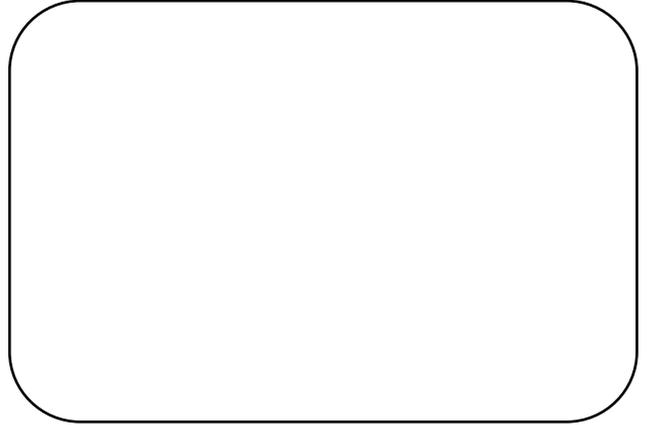
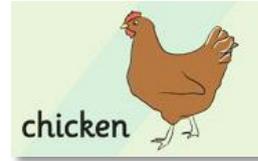
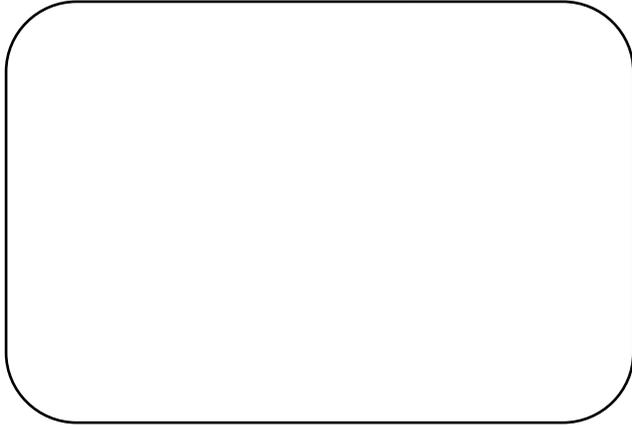
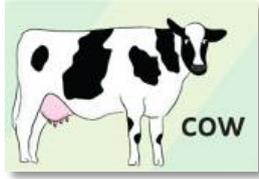
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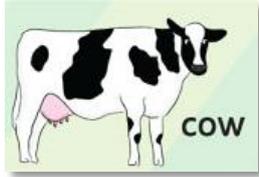
Where do I live?

Draw a home for each animal.

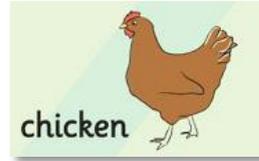


Where do I live?

Draw a home for each animal.



Empty rounded rectangular box for drawing a home for the cow.



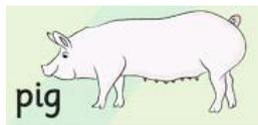
Empty rounded rectangular box for drawing a home for the chicken.



Empty rounded rectangular box for drawing a home for the dog.



Empty rounded rectangular box for drawing a home for the horse.



Empty rounded rectangular box for drawing a home for the pig.

Sometimes these animals might live elsewhere. Where else could they live?