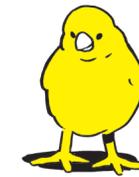


So much more than just fluffy chicks!

Scottish Thematic Planning with Living Eggs

Two weeks of teaching and learning with hundreds of resources supplied



Early Years

Awe and wonder!

Emotional, Personal & Social Development

Observe eggs hatching, then care for chicks in brooder box, handle chicks taking turns under supervision (wash hands).

Children develop set of rules to care for chicks.

Take turns to feed, water and help clean chicks and understanding the need for responsibility.

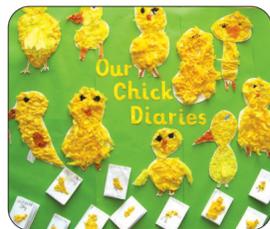


Watch chicks grow and move in various environments, observe characteristics.

Share feelings about looking after chicks and caring for living things and each other.



Explore significance of Easter/New Life. Change and prepare presentation for whole school.



Knowledge/Understanding of the World

Compare themselves to chicks, same/different.

Be aware of change and growth and observe and record changes in chicks over time.

Learn about life cycle of chick, sort and order.

Develop their powers of observation using their senses.

Use magnifying glass to look at chicks, draw, talk about features they like, and dislike.

Care for chicks and understand their needs.

Appreciate the sense of wonder with the birth of the chicks.

Categorise — cooking different types of egg.

Look at properties hard/soft etc.

Design and make junk model chick homes.

Become aware of everyday uses of technology and use appropriately e.g. scissors, glue — use ICT Paint programme to create.



Communication & Language

Listen with enjoyment and respond to a range of non-fiction and fiction books about eggs/chicks/hens and other creatures that hatch out of eggs.

Explore Big Books about chick hatching, make own simple information books, *Egg to Chicken* (Lifecycles), Gerald Legg.

Children plan a role play area as a vet, pet shop, farm shop, aviary.

Act out story *Little Red Hen/Chicken Licken*. Imagine and role play being inside an egg using giant cardboard box.

Paired talk sequencing chicks hatching.

Sequence life cycle.

Sing songs/rhymes — chicks *One Mother Hen* from *Out of the Ark* Easter Songs

Write 'thank you' for chick letters.

Speech bubbles (chick talk).

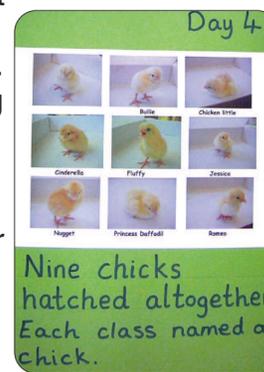
Use drawings to express feelings and ideas.

Write invites to parents to visit chicks.

Growth over time (booklets).

Make a class diary/big book.

Provide a range of non-fiction and fiction books about eggs/chicks/hens and other creatures that hatch out of eggs.



Early Mathematical Understandings

Observe chicks hatching, record numbers.

Use chick puppet to count, pupils correct errors. Pictorial representation of chicks, eggs, count them.

Count one more/less chick etc.

Activities from CD including 'Count and Colour'.

Remove chicks from box, how many in/out box? Sing *Ten Little Chicks Sitting on a Wall*.

Place chicks in various places in, out around brooder box, children describe position.

Weigh chicks over time/measure them using blocks.

Make a chick out of 2D shapes — identify and count the shapes used. See basic shape chick.



Expressive & Aesthetic Development

Observational drawings of chicks — note how many toes they have, what their eyes look like.

Express thoughts/feelings in pictures, paintings, models of chicks.

Decorated eggs for Easter.

Make chicks from dough, clay, wool, tissue, feathers etc.

Make chick cards for Easter etc.

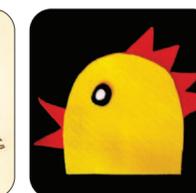
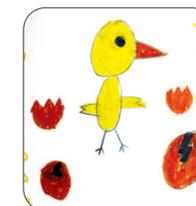
Use role play or puppets to recreate and invent situations.

Use verbal and non-verbal language in role play.

Listen and respond to chick songs.

Bake Easter cakes/ chick cookies.

Take photos of children and chicks, add captions, make cards.



Living Eggs

Physical Development & Movement

Develop dance drama — use bodies to show hatching experience, pipping, cracking, falling out of shell, tentative steps, becoming more confident. Use suitable percussion/music.

Chicken Dance from CD — enjoy energetic activity and the sense of well-being it brings.

Adapt *5 Little Ducks* to *5 Little Chicks*, sing and act out.

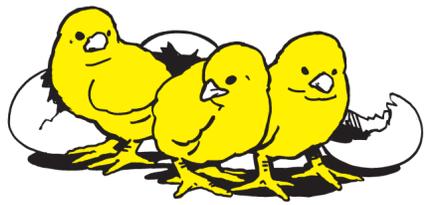
Cutting/folding cards and models to develop increasing control of fine movement of fingers and hands.

Shape/mould/paste — chick art.

Develop awareness of space — can you build an enclosure out of big bricks? How high so that chicks do not escape?

Handle chicks carefully.





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Science

E Stories (PowerPoints) provided on CD — basic to advanced

Biological Systems

Classification of living things 1-01a, 2-01a
Life cycles and prediction of hatching 2-14a
Movement and growth of a living creature 2-01a

Cells and reproduction 3-13a

Inheritance 1-14a, 2-14b

Experiments using eggs — see CD

Biodiversity and Interdependence

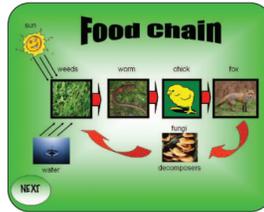
Habitats 3-01a

Survival 2-01a

Food chains and webs 1-02a, 2-02a

Topical Science

First hand observational skills and enquiry
Recording opportunities



Technologies

ICT

Digital camera and Web cam 1-03b, 2-03b

CD resources 1-03a, 2-03a

Internet research

Assembly PowerPoint template provided 1-04b, 2-04b

Use software to map route of Rosie or other characters from chick stories 1-03a, 2-03a

Email to collaborative school 1-04a, 2-04a

Craft, Design, Engineering and Graphics

Collage pictures 1-04a, 2-04a

Design and build a shelter/hen house for chicks (assessment using positive, negative and interesting points — compare/contrast)

Design a suitable environment EX1-06a,

EX2-06a, 1-12a, 2-12a, 1-13a, 2-13a, 1-14a, 2-14a, 1-14b, 2-14b



Expressive Arts

Art and Design

Observational sketching 1-04a, 2-04a

Painting 1-04a, 2-04a

Amberson Art — Tuscany Rooster

Collage pictures 1-04a, 2-04a

Mosaics using egg shells 1-04a, 2-04a

Music, Dance and Drama

Chick songs 1-17a, 2-17a

Chicken dance 1-09a, 2-09a

Composition e.g. *Rosie's Walk*, *Little Red Hen*, *Carnival of Animals*

1-19a, 2-19a

Dramatise with puppets 2-12a

Act out a fiction book you have read 1-14a, 2-14a

Listen and respond to music/mime animal movements 1-19a, 2-19a



Living Eggs

Primary



Literacy

Observation and vocabulary

Listening and Talking

Variety of stories for discussion 1-01a, 2-01a

Discussion topics on CD 1-01a, 2-01a

Formulating rules

Writing across the curriculum

Poetry 1-20a, 2-20a

Diary — basic and more advanced 1-26a, 2-26a

Story board/folding booklet 1-20a, 2-20a

Story writing based on a picture

Write descriptions 1-20a, 2-20a

Writing invitations/instructions 1-20a, 2-20a

Write 'letter of thanks' 1-20a, 2-20a

Write topic booklet for younger children 1-20a, 2-20a

Research — newspaper report 1-05a, 2-05a

Research 1-24a, 2-24a, 2-25a

Interview — radio, TV, magazine

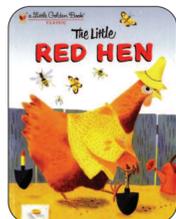
Dramatise with puppets 1-03a, 2-03a

Read a variety of fiction/non-fiction books

e.g. *The Living Egg* book 1-11a, 2-11a

Act out a fiction book you have read 1-03a, 2-03a

Balanced/persuasive argument — free range/cheap food 1-16a, 2-16a, 2-18a, 1-23a, 2-23a, 2-28a, 2-29a



Social Studies

Observing, describing, recording 1-17a

Discussion — see Topics in Science (CD)

Balance of nature in environment and farming

Environmental project 1-08a, 2-08a

Independent and collaborative Learning

Contrasting locality — rural life, particularly for city children 1-13a, 2-13a

Presentation Skills

Whole school display

Features from each class (photos, art work, writing etc). See 'Images from Living Eggs Classrooms' on CD



Books and other resources:

Living Eggs CD and website www.livingeggs.co.uk

Where do Chicks come from? Amy Sklansky 978-0-06-445212-0

Rosie's Walk, 978-0020437505; *Little Red Hen*, 978-0027328202

Health and Wellbeing

Health and Hygiene

Discuss hygiene and safety needs 1-23a, 2-23a

Mental, Emotional, Social and Physical

Listening to and following instructions

Caring for living things, teamwork, being part of a group, responsibility, resourcefulness 1-05a, 2-05a, 1-09a, 2-09a, 1-14a, 2-14a

Community Cohesion

Share with local Nurseries.

Link with other schools 1-19a, 2-19a

Invite parents/grandparents to see chicks.



Maths

Number and Measurement

Mass.

Area 1-11b

Estimating, rounding and counting 1-01a, 2-01a

Basic and advanced problem solving 1-03a, 2-03a

Shape

Use standard/non-standard measurements.

Compare quantity of food to rate of growth.

Information Handling

Plot graphs of weight gain over time 1-20a, 2-20a

