



Let Nature Feed Your Senses

Encouraging a lifelong love of nature through food, farming and our everyday lives

A teachers' guide to using audio stories from farmers and naturalists.

www.letnaturefeedyoursenses.org

Welcome

We asked farmers and nature enthusiasts to tell us about plants and animals (their homes, how they grow), the tools they use and the things they are most passionate about.

Together we developed 20 audio stories related to farming and nature. You can listen to birds' beaks being very clever tools, the challenges of farming in a frosty winter and why a bug hotel is so exciting! There are many more as you can see below.

Beetle bank



Bug hotel



Birds' nests



Leaves we eat



Our daily bread



Roots we eat



Fertiliser factories



Seeds of life



Mill the seed



Birds' beaks



Sheepdog



Tractor



Feeding sheep



Feeding hens



Winter is wet



Story of milk



Wonders of cows



Busy barn



Summer swallows



Summer sensations



This guide has been developed to help you integrate these audio stories easily into your lessons. They are ideal to bring the sounds of nature and farming into your classroom to engage your pupils in the wonder of the natural world. A range of classroom activities is provided, along with links to the National Curriculum in England. The list of activities is not exhaustive, as many of the audio stories lead themselves to literacy and numeracy learning, as well as other cross-curricular approaches.

Personal, social and health education also plays an important part for many of these audio stories, particularly ‘preparing to play an active role as citizens’. Ideally, visits to farms and other natural habitats will be undertaken to compliment these stories.


The audio stories are presented in short clips – from 1-7 minutes in length. They are ideal to act as a springboard to introduce a new topic, generate discussion or consolidate previous work, e.g. a farm or nature-related outing. Many of the audio stories also have a range of photographs, which could be displayed on an interactive whiteboard (IWB), placed into a PowerPoint presentation or printed out to make an attractive display.

Nature, food and farming are sensory-rich topics to explore with your students. Why not ensure that activities engage as many of their five senses as possible? By doing that more of their brains will be active and engaged!



For further resources on nature, food and farming please visit our website at www.letnaturefeedyoursenses.org

Birds' beaks

 (4 minutes, 8 seconds)

Graham Appleton from the British Trust for Ornithology describes how birds' beaks are incredible tools for helping them get their food in variety of ways.




Looking at birds' beaks or bills is a bit like being in a farmer's tool shed; there are beaks that act like pliers, bills that can do the task of a spade and beaks that are hammers.

| Activities | Primary | Secondary |
|---|---|--|
| Compare images of birds' beaks to the different tools which are mentioned in the audio story. | <p>Science: Scientific enquiry. Humans and other animals. Living things in their environment.</p> <p>Design and Technology: Working with tools.</p> | <p>Science: Organisms, behaviour and health.</p> <p>Design and Technology: The behaviour of structural elements in a variety of materials.</p> |
| Consider the flexibility of beaks and compare the properties with other types of materials. | <p>Science: Changing materials.</p> | <p>Design and Technology: The behaviour of structural elements in a variety of materials.</p> |
| Discuss the term 'camouflage'. <i>What does it mean? What animals use</i> | <p>English: Speaking and listening. Group discussion and</p> | <p>Science: Organisms, behaviour and health.</p> |

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| <p><i>camouflage? Why do they use it?</i></p> | <p>interaction.</p> <p>Science: Living things in their environment.</p> | <p>English: Speaking and listening.</p> |
| <p>Create a chart showing the various types of beaks/birds mentioned, showing the different jobs they have in nature.</p> | <p>Science: Scientific enquiry. Humans and other animals. Living things in their environment.</p> <p>Art and Design.</p> | <p>Science: Organisms, behaviour and health.</p> <p>Art and Design.</p> <p>Mathematics: Number and algebra. Statistics.</p> |
| <p>Challenge pupils to keep a record of the different birds they see over a few days/week. <i>How did the birds use their beaks for specific tasks?</i></p> | <p>Science: Scientific enquiry / Humans and other animals / Living things in their environment.</p> <p>Geography: Geographical enquiry and skills.</p> <p>Mathematics: Handling data.</p> | <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> <p>Mathematics: Analysing. Interpreting and evaluating.</p> |

Birds' nests

 (5 minutes, 32 seconds)

Dr Dave Leech from the British Trust for Ornithology is passionate about birds and how they build their homes in so many different ways. Just like people, some birds spend more time on their homes




than others. It is easy to spot birds' homes when you are out in the countryside, especially in winter when the trees are bare. Dave spends a lot of time studying nests and uses a wing mirror from a moped joined to a fishing net handle to be able to see into birds' nests. Have you ever wondered what it might be like to be inside a bird's nest? Have a listen to Dave and find out!

| Activities | Primary | Secondary |
|---|---|---|
| <p>Ask pupils to keep a record of nests they can spot on the way to school or when they are out at the weekends. <i>How many different types can they record?</i></p> | <p>Science: Living things in their environment.</p> <p>Geography: Geographical enquiry and skills. Knowledge and understanding of places.</p> <p>Mathematics: Handling data.</p> | <p>Science: Organisms, behaviour and health.</p> <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> |
| <p>Create a wall chart or montage showing the types of materials used by different birds to build a nest. Remember to think about the location!</p> | <p>Science: Living things in their environment.</p> <p>Art and Design.</p> | <p>Art and Design.</p> |

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| Write a fictional story about building a nest and living inside. | English: Writing. | English: Writing. |
| Discuss why the edges of fields are important. <i>How do farmers help encourage birds to live there?</i> | <p>English: Speaking and listening. Group discussion and interaction.</p> <p>Geography: Knowledge and understanding of places.</p> | <p>Science: The environment, Earth and universe.</p> <p>English: Speaking and listening.</p> <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> |
| <i>What is the main function of a nest?</i> | Science: Living things in their environment. | |

Tractor

 (4 minutes, 35 seconds)


Matthew Naylor from Sycamore Farm in Lincolnshire tells us all about his favourite tool on the farm, his tractor. Matthew has been a farmer for over twenty



years and he remembers when tractors used to be noisy, draughty and difficult to drive. His modern tractor is as strong as 160 horses, has a seat warmer, computer, CD player and a passenger seat for his little dog!

| Activities | Primary | Secondary |
|--|---|---|
| <i>What are the main features of new tractors compared to the past?</i> | <p>English: Speaking and listening. Group discussion and interaction.</p> <p>Geography: Geographical enquiry and skills.</p> <p>History: Chronological order. Knowledge and understanding of events, people and changes in the past.</p> | <p>English: Speaking and listening.</p> <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> <p>History: Historical enquiry. Communicating about the past.</p> |
| Use the audio story to look into the history of farming, using the tractor as a starter. | <p>English: Reading. Group discussion and interaction.</p> | <p>English: Reading.</p> |

Feeding hens

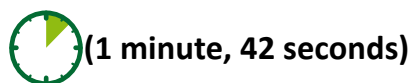
 (1 minute, 40 seconds)

Andrew Taylor of Broughton Grounds Farm in Oxfordshire takes us with him as he feeds his hens on a frosty, winter morning. Have you ever heard a dawn chorus of chickens? Have a listen to the wonderful sounds of a hundred hens cackling!



| Activities | Primary | Secondary |
|--|--|---|
| Investigate the different ways in which hens are kept, e.g. free range, barn. | <p>Science: Living things in their environment.</p> <p>English: Reading. Group discussion and interaction.</p> | <p>Science: Organisms, behaviour and health.</p> <p>English: Reading.</p> |
| If your school has suitable grounds, hens could be kept and their eggs used to make a range of tasty dishes. | <p>Science: Living things in their environment.</p> | <p>Science: Organisms, behaviour and health.</p> |
| <p><i>What types of dishes/meals can be made using eggs?</i></p> <p>Cook some examples with the pupils.</p> | <p>Design and Technology: food.</p> | <p>Design and Technology: food.</p> |

Feeding sheep




Have a listen to Andrew Taylor of Broughton Grounds Farm, Oxfordshire feeding his hungry sheep on a frosty winter morning. The sheep are so keen for their breakfast they sound like a rugby scrum!



| Activities | Primary | Secondary |
|---|--|---|
| Quiz the pupils about different aspects of the audio story, e.g. <i>why are the sheep in the barn overnight? What do they eat for breakfast? Why are the sheep keen to leave the barn so quickly?</i> | Science: Living things in their environment. English: Speaking and listening. Group discussion and interaction. | Science: Organisms, behaviour and health. English: Speaking and listening. |

Sheepdog

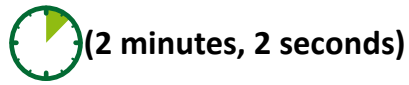
 (3 minutes, 53 seconds)

Roly Puzey tells us what it is like to be a sheep farmer in Oxfordshire. He describes how his dog, Belle, helps him to do his job of farming sheep. She is his best friend and one of his most important tools for getting the job done.



| Activities | Primary | Secondary |
|---|---|---|
| Write a story about Belle the sheepdog. | English: Writing. | English: Writing. |
| Discuss how the sheepdog manages to move all the sheep in the same direction. | English: Speaking and listening. Group discussion and interaction. | English: Speaking and listening. |
| Using different media, or taking inspiration from different painters in history, create an image of a sheepdog and sheep. Consider how the movement and energy of the sheepdog could be captured. | Art and Design. History. | Art and Design. History. |

Leaves we eat



(2 minutes, 2 seconds)

People eat a lot of leaves and farmers grow a lot of them! Sally Bendall from Hollow Trees Farm and Shop in Suffolk is passionate about her kales, cabbages and broccolis.




Her fields are a work of art. She also loves to farm in a way that means there is plenty to eat for the wildlife that visit her fields. Have a listen to how she makes sure there is enough for birds, insects, animals and her farm shop.

| Activities | Primary | Secondary |
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| Create a display of the different types of leaves which we eat from plants. Label each type. Investigate the different types of colours and nutritional value. | <p>Science: Living things in their environment. Green plants.</p> <p>English: Writing.</p> | <p>Science: Organisms, behaviour and health.</p> <p>English: Writing.</p> |
| Work with the pupils to prepare and cook a range of leaves. | <p>Design and Technology: food.</p> <p>Mathematics: Shape, space and measures.</p> | <p>Design and Technology: food.</p> |
| Using the images from the website as inspiration, explore the colour palettes of a range of different plants. | <p>Art and Design.</p> | <p>Art and Design.</p> |

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| <p>Discuss what happens to the parts of a plant that are not sold for people to eat.</p> | <p>Science: Living things in their environment.</p> <p>English: Speaking and listening. Group discussion and interaction.</p> | <p>English: Speaking and listening.</p> |
| <p>Set up a growing area at school. Grow a range of different green leafy vegetables.</p> | <p>Science: Living things in their environment. Green plants.</p> | <p>Science: Organisms, behaviour and health.</p> |

Roots we eat

 (4 minutes, 35 seconds)

People eat a lot of roots. Sally Bendall, from Hollow Trees Farm and Shop in Suffolk introduces us to the root vegetables in her farm shop - lovely purple-red beetroots, knobbly, bobbly celeriac, dense yellow fleshed swedes, bright orange carrots and creamy-yellow, sweet tasting parsnips.




Sally is passionate about the vibrant colours in her veg.

| Activities | Primary | Secondary |
|---|--|---|
| Devise a chart listing different types of roots. Include a photo or image, as well as information on how they are prepared and eaten. | <p>Science: Green plants.</p> <p>Art and Design.</p> <p>English: Writing.</p> | <p>Art and Design.</p> <p>English: Writing.</p> |
| Label the different parts of a plant, e.g. root, tuber, stem, leave, flower. | <p>Science: Green plants.</p> <p>English: Writing.</p> | <p>Science: Organisms, behaviour and health.</p> <p>English: Writing.</p> |
| Conduct a survey with pupils on which roots they have eaten. <i>Which is the class favourite?</i> | <p>Design and Technology: food.</p> | <p>Design and Technology: food.</p> |
| Based on the colours of | Art and Design. | Art and Design. |

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| <p>different roots, create a picture of a market place selling different vegetables. Consider the different colour gradients, intensities, shapes and textures.</p> | | |
| <p>Make a root soup! Use a variety of root vegetables to make a tasty soup with the class.</p> | <p>Design and Technology: food.</p> <p>Mathematics: Shape, space and measures.</p> | <p>Design and Technology: food.</p> |

Seeds of life

 (5 minutes, 48 seconds)

Andrew Charlton talks about the different kinds of seeds he sows on his farm. Seeds for human consumption, and seeds for wild birds and animals. The wheat he grows is used for grinding into flour for making bread.

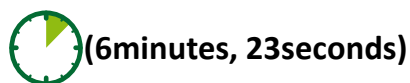


He also grows a winter wild bird mix specifically for feeding wild birds when their natural food supply has dwindled away. His bird friends do a great job eating the insects on his crops in the spring.

| Activities | Primary | Secondary |
|---|---|---|
| Wheat seeds are strong. <i>Why is this? How does it help the farmer?</i> | Science: Green plants. English: Speaking and listening. | English: Speaking and listening. |
| Discuss why farmers grow feed for birds in the winter. <i>How does this help in spring time?</i> | Science: Humans and other animals. English: Speaking and listening. Group discussion and interaction | Science: The environment, Earth and universe. English: Speaking and listening. |
| <i>How is the grain cleaned? What is removed in the cleaning process? What is it</i> | Science: Green plants. | English: Speaking and listening. |

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| <i>used for?</i> | English: Speaking and listening. Group discussion and interaction. | |
| Make a bird-seed cake/feeder for your school. | Design and Technology: Designing and making. Creativity. | Design and Technology: Designing and making. Creativity. |

Mill the seed



(6minutes, 23seconds)

Mark Abel, from Denver Mill, describes what it is like to make flour with his wind powered mill. His mill is the last working mill in Norfolk. Two big stones crush the seeds small enough to make flour.




Each stone weighs as much as a small car because seeds are very strong.

| Activities | Primary | Secondary |
|--|---|---|
| Investigate how windmills work, in the past and the present. Draw a diagram to explain how they work. | <p>English: Reading. Writing.</p> <p>History: Chronological order. Knowledge and understanding of events, people and changes in the past.</p> | <p>Design and Technology</p> <p>English: Reading. Writing.</p> <p>History: Historical enquiry. Communicating about the past.</p> |
| Discuss how the wheat is made into flour. | <p>Science: Green plants.</p> | <p>Design and Technology: food.</p> |
| Use the audio story as a starter to look at the history of milling and food production. | <p>English: Reading. Writing.</p> | <p>English: Reading. Writing.</p> |
| Find out about the different types of wheat and flour. The flour could be made into a number of different breads | <p>Design and Technology: Food.</p> | <p>Design and Technology: Food.</p> |

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| for sampling. | English: Reading. | English: Reading. |
| <i>What other types of seeds can be made into flour?</i> Research recipes and images of different varieties of seeds, flour and bread. | Design and Technology: Food. | Design and Technology: Food. |

Our daily bread

 (3 minutes, 58 seconds)

Bev James from Warriner School Farm near Banbury hosted a group of staff and students from SENSS Ormerod Resource Base in Woodstock.

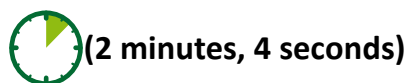


Together they ground wheat seeds, kneaded and pummelled dough and baked bread. While they wait for the bread to cook they shook some double cream to make their own butter. Delicious!

| Activities | Primary | Secondary |
|--|---|---|
| Make your own bread using a variety of different flours. Allow the pupils to make plain bread (in different shapes), as well as other bread products, e.g. flavoured bread, pizza. | <p>Design and Technology: Food.</p> <p>Mathematics: Shape, space and measures.</p> <p>Religious education: celebrations.</p> | <p>Design and Technology: Food.</p> |
| Investigate yeast. <i>What is it? What is its function in bread making? What other foods are dependent on yeast?</i> | <p>Science: Changing materials. Living things in their environment (micro-organisms).</p> | <p>Science: Organisms, behaviour and health.</p> |
| Challenge the pupils to make their own butter for their bread. | <p>Science: Changing materials.</p> | <p>Design and Technology: Food.</p> |

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| | <p>Design and Technology: Food.</p> <p>Mathematics: Shape, space and measures</p> | |
| <p>Create an interpretation panel showing the story of bread – from the farm to the loaf.</p> | <p>Art and Design.</p> <p>English: Reading. Writing. Group discussion and interaction.</p> | <p>Art and Design.</p> <p>English: Reading. Writing.</p> |

Bug hotel



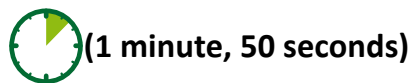
(2 minutes, 4 seconds)

Eliza Emmett describes her visit to Oxburgh's bug hotel. These skyscraper homes for insects and small animals are beneficial for everything around it. They are easy and a lot of fun to make. Eliza's enthusiasm is infectious!



| Activities | Primary | Secondary |
|--|---|---|
| Discuss the role of bugs in our environment. | <p>Science: Living things in their environment.</p> <p>English: Speaking and listening. Group discussion and interaction.</p> | <p>Science: Organisms, behaviour and health.</p> <p>English: Speaking and listening.</p> |
| Draw a range of different bugs in their own habitat. Remember to label each bug. | <p>Science: Humans and other animals.</p> <p>Art and Design.</p> <p>Geography: Geographical enquiry and skills.</p> | <p>Art and Design.</p> <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> |
| Set up a bug hotel in your school. If you want some inspiration for making a bug hotel have a look at our photo gallery for ideas. | <p>Science: Living things in their environment.</p> | <p>Science: Organisms, behaviour and health.</p> |

Beetle bank




Beetle banks are a great habitat for wildlife. Andrew Nottage, of Russell Smith Farms in Cambridgeshire, tells us about the beetle bank between his fields of onions, who lives in it and why.



| Activities | Primary | Secondary |
|---|--|--|
| Discuss the role of a beetle bank for the farmer. | Science: Living things in their environment. English: Speaking and listening. Group discussion and interaction. | Science: Organisms, behaviour and health. The environment, Earth and universe. English: Speaking and listening. |

Winter is wet


 (2 minutes, 15 seconds)

Andrew Charlton from Poplar Farm in Norfolk describes the tasks he does during the winter when it is too wet to get out onto his fields.



| Activities | Primary | Secondary |
|--|---|---|
| Discuss the main jobs that need to be completed in the winter months. Why are these jobs important? | English: Speaking and listening. Group discussion and interaction. | English: Speaking and listening. |
| Investigate the role of water in growing plants. | Science: Green plants. English: Reading. Writing. | English: Reading. Writing. |
| Create a calendar of the year showing the different seasons, wildlife and countryside. | Art and Design. | Art and Design. |
| Investigate weather patterns throughout the year. <i>How do farmers get their knowledge of weather patterns?</i> | Geography: Geographical enquiry and skills. Knowledge and understanding of places. | Geography: Geographical enquiry. Geographical communication. |

Fertiliser factories

 (2 minutes, 31 seconds)


Andrew Charlton from Poplar farm in Norfolk digs up a clump of clover to tell us about the fine, delicate roots that have tiny bumps on them.



These little nodules, or fertiliser factories, are home to millions of bacteria that are helping to make his soil fertile to grow strong, healthy crops.

| Activities | Primary | Secondary |
|---|--|--|
| <i>How is fertiliser used on a farm? What is its role? What natural processes do fertilisers imitate?</i> | <p>English: Speaking and listening. Group discussion and interaction.</p> <p>Geography: Knowledge and understanding of places.</p> | <p>Science: The environment, Earth and universe.</p> <p>English: Speaking and listening.</p> <p>Geography: Fieldwork and out-of-class learning.</p> |
| <i>Investigate bacteria as a topic. What are they? How are they used in food production?</i> | <p>Science: Living things in their environment.</p> | |

Swooping swallows

 (2 minutes, 50 seconds)

Paul Stancliffe from the British Trust for Ornithology talks about his love of swallows. Did you know they only weigh as much as a one pound coin? If you get the chance to see one close up you may be

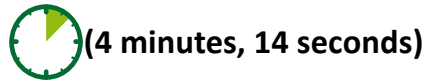
surprised at how colourful they are: electric blue feathering, rich red throat and a white belly!



| Activities | Primary | Secondary |
|---|---|---|
| Investigate the main types of clouds – create a painted collage in the classroom. | <p>Art and Design.</p> <p>English: Speaking and listening.</p> | <p>Art and Design.</p> <p>English: Speaking and listening.</p> |
| Map the flight of a swallow from Africa to the UK. Use an atlas or interactive whiteboard map. <i>Can children calculate the distance?</i> Ask children to estimate the distance. <i>What countries do the swallows fly over? What challenges do swallows have as they undertake their migration each year?</i> | <p>Science: Humans and other living animals.</p> <p>English: Speaking and listening. Group discussion and interaction.</p> <p>Geography: Geographical enquiry and skills. Knowledge and understanding of places.</p> | <p>Science: Organisms, behaviour and health.</p> <p>English: Speaking and listening.</p> <p>Geography: Geographical enquiry. Graphicacy and visual literacy.</p> |

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| | Mathematics: Shape, space and measures. | |
| Arrange a textile project inspired by the colours of swallows – electric blue, red and white. Alternatively, arrange drawing or painting activities of a range of different birds. | Art and Design. Design and Technology: Textiles. | Art and Design. Design and Technology: Textiles. |
| Imagine being a swallow. Write a story about a swallow flying from Africa to the UK. | English: Writing. | English: Writing. |

Summer sensations



(4 minutes, 14 seconds)




Liz Nottage from Russell Smith Farms describes some of her favourite sights and sounds of summer. A textural and aural delight as she crunches across a field, swishing through the grass feeling it's soft featheriness and listening to the rustling of ripe wheat as the wind blows.

Liz explains that what she loves about walking in the countryside in summer is that she never feels alone - there are so many birds overhead, insects buzzing around and farmers busy harvesting their wheat crops.

| Activities | Primary | Secondary |
|--|--|---|
| Sitting quietly outside, allow the children to listen the different sounds of their environment. <i>What can they hear?</i> Ask them to record the different sounds. <i>What sounds would they expect in different environments?</i> | <p>Science: Living things in their environment.</p> <p>English: Speaking and listening.</p> <p>Geography: Geographical enquiry and skills. Knowledge and understanding of places.</p> | <p>Science: The environment, Earth and universe.</p> <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> |
| Arrange a display of different objects from the countryside, such as pieces of bark, flowers, stones and leaves. Ask the children to touch each of the objects | <p>Science: Living things in their environment.</p> <p>English: Speaking and listening. Group</p> | <p>English: Speaking and listening.</p> |

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| <p>and talk about their textures. Record words on the board for vocabulary development.</p> | <p>discussion and interaction.</p> | |
| <p>When visiting the countryside, a farm or park, ask the children to record the different animals and flowers they see or hear. Share the results from the children, creating graphs and charts of animals and plants commonly seen.</p> | <p>Science: Living things in their environment / Green plants.</p> <p>English: Speaking and listening. Writing.</p> <p>Geography: Geographical enquiry and skills. Knowledge and understanding of places.</p> <p>Mathematics: Handling data.</p> | <p>English: Speaking and listening. Writing.</p> <p>Geography: Geographical enquiry. Fieldwork and out-of-class learning.</p> |
| <p>Investigate the wheat plant. Show children ears of wheat and wheat seeds/grains. Explain that these grains are crushed to make flour. Organise a cooking activity using flour, e.g. soda bread, fruit/cheese scones.</p> | <p>Science: Green plants.</p> <p>Design and Technology: Food.</p> <p>English: Writing.</p> | <p>Design and Technology: Food.</p> <p>English: Writing.</p> |
| <p>Explore how different types of food are harvested, ready to be processed into the food we eat. <i>What types of equipment are used?</i></p> | <p>Design and Technology: Food.</p> <p>English: Reading. Writing.</p> | <p>Design and Technology: Food.</p> <p>English: Writing.</p> |

The wonder of cows

 (3 minutes, 50 seconds)

Jo North, from Droke Farm, loves her cows and you can hear it in the expressive way she describes her lovely girls in sensory-rich detail.




Jo explains, "As I touch them, I am stroking their heads which are quite silky. They have got very wet noses; very, very wet. As they come closer they are sniffing so I can see and feel and smell them but they can also see and feel and smell me and obviously I smell different to a cow."

| Activities | Primary | Secondary |
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| <p>Using the images from this website, or stimulus materials from other sites, books or posters, challenge children to draw or paint cows in their natural habits. Ask the children to annotate their drawings, highlighting different parts of the cow.</p> | <p>Art and Design.</p> <p>Science: Living things in their environment.</p> <p>Geography: Knowledge and understanding of places.</p> | <p>Art and Design.</p> |
| <p>Work with the children to create their own story about looking into the eyes of a cow. <i>What did they see? What was the cow thinking? How can they make the story eventful and exciting?</i></p> | <p>English: Writing.</p> | <p>English: Writing.</p> |
| <p>Split the children into small groups. Ask them to list descriptive vocabulary that</p> | <p>English: Speaking and listening. Group discussion and</p> | <p>English: Speaking and listening.</p> |

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| could be used to describe how a cow eats, especially highlighting its tongue. | interaction. | Writing. |
| Introduce children to the life cycle of a cow (appropriate to the age of the children). | Science: Life processes. Humans and other living animals. | Science: Organisms, behaviour and health. |

The story of milk

 (6 minutes, 14 seconds)

Jo North, from Droke Farm, takes us on a walk through her barn and milking parlour where over 200 cows are queuing for their daily milking!



Jo says, "There is a real rhythm to milking; the sounds, the routine. It happens at the same time twice a day and the cows really like that and we have to be really careful we keep them in the same routine otherwise they get quite upset. When you work with them every day you see that they come in, in the same order, they come in with the same friends and they form very close friendship groups as well in their herds so cows are very sociable animals and they like to be with their friends and they also like to deal with the same people."

| Activities | Primary | Secondary |
|---|---|--|
| Develop a farm to fork storyboard for the story of milk. Show where the cows live, what they eat, how they are milked and what happens to the milk. The storyboard could include images, drawings or painting. It could be devised on the computer and include music. | <p>Art and Design.</p> <p>English: Reading. Writing.</p> <p>Science: Living things in their environment.</p> <p>Geography: Knowledge and understanding of places.</p> | <p>Art and Design.</p> <p>English: Reading. Writing.</p> <p>Science: The environment, Earth and universe.</p> |
| Review the UK healthy eating model, 'The eatwell | <p>Design and Technology: Food.</p> | <p>Design and Technology: Food.</p> |

| | | |
|--|---|---|
| <p>plate', and focus on the Milk and dairy foods group. <i>Why is this group important in our diet? What foods does it include?</i></p> | | |
| <p>Investigate the different foods that are made from milk. Challenge children to think about the products and recipes that can be made using milk, yogurt and cheese. For an extension activity, the role of micro-organisms could be explored in cheese and yogurt making.</p> | <p>Design and Technology: Food.</p> <p>Science: Humans and other living animals.</p> | <p>Design and Technology: Food.</p> <p>Science: Organisms, behaviour and health.</p> |
| <p>Find out how cows were milked in the past. <i>What are the similarities and differences? Why have these changes happened?</i></p> | <p>English: Reading. Writing.</p> <p>History: Chronological order. Knowledge and understanding of events, people and changes in the past.</p> | <p>English: Reading. Writing.</p> <p>History: Historical enquiry. Communicating about the past.</p> |
| <p>Create a poem based on these key words: friendship, cow, milking time, rhythm, herds.</p> | <p>English: Writing. Speaking and listening. Group discussion and interaction.</p> | <p>English: Speaking and listening. Writing.</p> |

Busy Barn



(1 minutes, 55 seconds)

Andrew Taylor is busy putting the wheat straw stalks down for bedding and hay for eating, for the ewes in his barn. He explains the differences between the



different straws he uses and what he does with it after winter. Andrew's barn is also home to baby barn owls in the winter.

| Activities | Primary | Secondary |
|--|--|--|
| Investigate samples of oat straw, wheat straw, hay and silage. <i>How is each used on a farm?</i> List the advantages and disadvantages. Feel and smell the differences. | English: Speaking and listening. Group discussion and interaction. | Science: The environment, Earth and universe. English: Speaking and listening. |
| Investigate how straw has been used for human use over the ages such as building, bedding, cider making, millinery. <i>Discuss how many uses of different straws can you discover? Why is it such a useful material?</i> | English: Reading. Writing. History: Chronological order. Knowledge and understanding of events, people and changes in the past. | English: Reading. Writing. History: Historical enquiry. Communicating about the past. |
| <i>How is organic fertiliser used on a farm? What is its role? How does it transform from bedding to fertiliser?</i> | English: Speaking and listening. Group discussion and interaction. | Geography: Fieldwork and out-of-class learning. |

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