

OLD MACDONALD'S FARM PLANNER

Years 3-4

MATHEMATICS

Number: explore number families by using various methods to calculate equations, e.g. solve the riddle, number codes, etc. (refer to the Year 3-4 booklet for these activities)

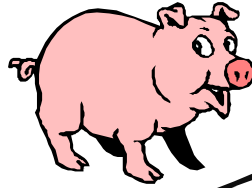
Money: farm animal sale poster - use coins & notes to match the price tag of animals displayed on a poster; calculate the price of purchasing two or three animals, pay for and calculate the change

Time: telling time - half past, quarter to & quarter past; calculate travelling time, etc.

Measurement: compare & order the size of the children to various farm animals

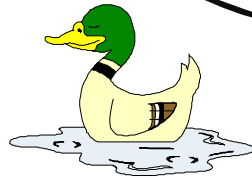
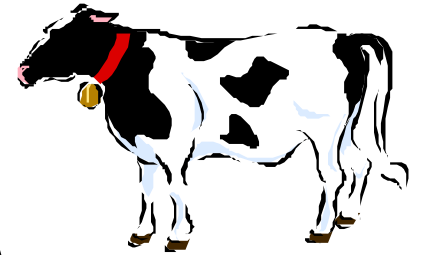
Location: use co-ordinates to find places or animals; give directions how to find things

Data: picture and graph interpretation; record animals that were sold on market day



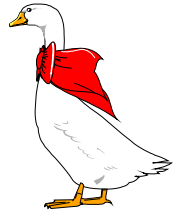
CREATIVE ARTS

design, build and paint a farm scene using boxes, rolls, paddle pop sticks, etc.; design and draw a large wall mural depicting the various stages of metamorphosis; record photos of insects during the stages of metamorphosis; make collages and mosaics using egg shells, feathers, wool, etc.; make animal sock puppets to tell stories or have conversations; have a barn dance and learn line dancing & square dancing; write and decorate Christmas and Easter cards;



SCIENCE

Living Things: life cycles of various animals - compare the life cycle stages of insects to mammals and insects to other egg laying animals, e.g. ducks, birds, chickens, etc.; research metamorphosis and the various insects that use this process for reproduction; draw and classify the various stages in the cycle of two different animals, e.g. a pig and a bee; name the different parts of various farm animals; compare & group similarities & differences of the body parts of various mammals, birds, etc.; use a magnifying glass to examine insects and draw what you can see; "What am I?" game; use prediction skills to pose questions, e.g. "What would happen if.....?", e.g. a horse was born with pig legs?, all the grass died?, cows did not have an udder?, etc.

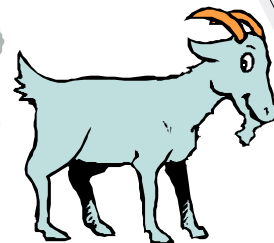


ENGLISH

Language: use a range of comprehension activities (refer Year 3-4 activity booklet); compile a "farm animal" dictionary as new words are introduced; as a reporter prepares questions for interviews with different farm animals inquiring about life on a farm using words like "who", "what", "where", "when", "why", etc.; recognise the difference between statements and questions; use word searches & puzzles as an aid for spelling

Literature: discuss how authors create characters using certain words; retell stories (both written and orally); use a series of photos to develop a story which includes a beginning, a problem and a solution; design, draft and publish a "Barnyard Newspaper"

Literacy: listen to and give instructions on handling and working with farm animals; listen for specific details in stories; research and compare different farm animals; role-play different characters for the Barnyard Newspaper, e.g. the cow, the pig, etc.



An animal theme day incorporates all the above areas. (Refer to the Year 1-2 booklet for ideas)