

Animals - Health and Safety Also see 'Animal Material'

Animals
If keeping animals make sure that there is proper planning for their care and maintenance in place.
Check children's allergies to animal or their bedding. Inform parents that animal will be in class.
Teach children to handle animals with care – including specimens temporarily moved from the wild (which must be returned asap).
Do not breed animals.
Wash hands before and after handling animals/food.
Obtain animals from reputable suppliers.
Keep housing clean and disinfect cages at regular intervals.
Surfaces that animals have been on need disinfecting immediately after use.
When feeding fresh food, remove old food first.
Prevent contact between maintained animals or their food and wild animals.
Don't bring living or dead mammals or birds into school.
Clean up promptly any contaminated footwear/clothes.
Do not allow animals unrestricted access.
If pets are to be brought into school, confirm with owners that they are well behaved, can be trusted and free from disease/parasites.

Which animals to use or not?
Suitable amphibians: axolotls, frog and toad spawn, tiger salamanders.
Suitable birds: chickens and ducks.
Suitable invertebrates: brine shrimp; butterfly and moth larvae – but not caterpillars that are very hairy); chafer beetles; common pond creatures; earthworms; giant millipede; hissing cockroaches; mealworm beetles; slugs and snails, including giant African land snails; most stick insects; woodlice.
Suitable fish: cold-water fish, tropical fish.
Suitable mammals: guinea pigs, Mongolian gerbils, rabbits, Syrian hamsters (nocturnal).
Suitable farm animals: sheep, goats.
Suitable reptiles: garter snakes and leopard geckos.
Do not use: animals that can transmit disease; that it is illegal to take from wild; infesting animals; venomous animals; those that can cause allergic reactions; animals that can get too big (terrapins and bullfrog tadpoles); animals that need UV lighting; animals that are difficult to keep in the primary classroom.

Dealing with bites and scratches
Must be treated by a First Aider.
Seek medical advice if in doubt about risk of infection.

Using animal material - Health and Safety Also

Animals parts - organs see 'An

You can use whole fish and offal – hearts, kidneys, etc but they must be obtained fresh from a butcher, abattoir or fishmonger. Those from a butcher are safe to handle and cut up.

Children may dislike handling body parts or may have cultural or ethical reasons for not wanting to do so. Children have the right to refuse.

Animal lungs can be inflated only with a bicycle or foot pump. It would also be sensible to enclose the lungs in a plastic bag to avoid tiny droplets of fluid being blown into the air.

When studying organs, cover the table with paper or a bin liner and dispose of it with the remains in sealed, opaque bags using the system the school kitchen uses.

Guidance on keeping animals

Specific guidance must be sought and risk assessments completed if animals are to be kept in school

Animal parts - bones

Before use: remove as much flesh as possible with a sharp knife. Place bones into an old saucepan with warm water and a small quantity of sodium carbonate. Simmer (not boil) until the rest of the flesh can be removed easily.

Return bones to saucepan for a few minutes and then use an old toothbrush to removing any remaining meat. Rinse the bones in running water and place them in a bowl of water. Add to this a good amount of undiluted domestic bleach and leave until the next day. This will disinfect the bones. Remove the bones and allow them to dry.

Handling animal materials

After the activity, wash equipment and surfaces with hot, soapy water.

Wash hands after handling any animal material.

Owl pellets can be dissected. Sterilise in a pressure cooker for 15 minutes before doing this.

Birds nests must not be removed from their environment unless no longer in use.

Keep nests, feathers, samples of sheep wool, bones and unsterilized owl pellets from the wild in sealed plastic bags.

Dead mammals and birds are likely to be infected and so should not be brought into school. If pupils do so, wrap the body in newspaper and a plastic bag, then dispose of as kitchen waste.

Living things and their Habitats Language

Mat (KS1)

Year 2

living	plants (including seeds) and animals
dead	things no longer living or from something that was living
habitat	where something lives
microhabitat	A small area which differs from its surrounding habitat
food chain	links between what something eats and what eats it
producer	an organism, either a green plant or bacterium
predator	an animal that eats another animal
prey	an animal that is eaten by another animal
woodland	a natural habitat with many plants and trees
pond	a small inland body of water
meadow	Open habitat or field with grasses, herbs and meadow flowers
hedgerow	A line of closely planted trees or shrubs
desert	an area of little rain
basic needs	the things that are needed to survive
shelter	Something that protects or shields something

Living things and their Habitats (KS1 Y2) *Also see language mat

Key knowledge

All objects are either living, dead or have never been alive.
An object made of wood is classed as dead.

Animals and plants live in a habitat to which they are suited (they can move, find food and grow well.)

The habitat provides the basic needs of the animals and plants – shelter, food and water. Describe how animals and plants depend on each other.

Within a habitat there are different smaller habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. They have different conditions e.g. light or dark, which affect what lives there.

Identify and name plants and animals in different habitats and micro-habitats.

Know about and explain a simple food chain and name different sources of food for animals.

Ongoing assessment

What type of habitat do you think this animal would live? Why?

In what different places might animals and plants live under the sea?

What might the reason be for us having animals and plants?



Enquiry types

Research: How does a cactus survive with no water?

Identifying/classifying: How would you group these things to show which are living, dead or have never been alive?

Pattern seeking: What conditions do woodlice prefer to live in?

Comparative testing: Is there the same amount of light in an evergreen wood compared to a deciduous wood?

Observation over time: Does a tadpole change over time?

Famous figures

Arthur Tansley (botanist)

Liz Bonnin (biologist)

Terry Nutkins (naturalist)



Linked careers

Naturalist, vet, botanist, behaviourist, biologist.