

Title	Learning objectives	
Moggy Modules – The right diet	<ul style="list-style-type: none"> Recall key information from a story about a cat and illustrate characters based on their descriptions Order time periods chronologically based on images and descriptions of society's attitudes to cats Investigate a healthy cat diet and design a feeding enrichment toy List examples of essential resources by completing a crossword Create edible treats for cats and humans 	
Age range		
7-11 years old		
Topic		
Animal welfare needs		
Subject	Key words	
A suitable diet for cats	<ul style="list-style-type: none"> Carnivore African wildcat Domestic cat Feeding enrichment 	<ul style="list-style-type: none"> Predator Instinct Calories Neutering

Resources
<ul style="list-style-type: none"> 'Moggy Module 3 – The right diet' downloadable pack Device with internet access and QR scanner if desired Drawing and writing equipment Cat treat cooking activity (optional) – aprons, a chopping board, cat food (wet meat), a knife, baking tray, baking paper and an oven Human treat cooking activity (optional) – 480g/17oz butter, 170g/6oz caster sugar, 510g/18oz plain flour, 340g/12oz icing sugar, jam, apron, weighing scales, mixing bowl, hand blender, cookie cutter, rolling pin, piping bag, baking tray and an oven

National curriculum links
<p>English – read easily, fluently and with good understanding, write clearly, accurately and coherently, use discussion in order to learn, improve competency in speaking, listening and making formal presentations. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Mathematics – solve problems involving multiplication and division. Recognise fractions of quantity.</p> <p>History – develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives of a cat's place throughout time.</p> <p>Design and technology – use research to design innovative, functional, appealing products that are fit for purpose.</p> <p>Cookery – instil a love of cooking and allowing expression of creativity.</p> <p>Computing – use technology safely, respectfully and responsibly.</p> <p>PSHE – encourage responsible behaviours around cats and meeting the welfare needs through an understanding of cat behaviour and resource requirements.</p> <p>RE – use knowledge, skills and understanding to discern and value truth and goodness, strengthening capacity for making moral judgements and evaluating different types of commitment to make positive and healthy choices. Encourage empathy, generosity, and compassion.</p>

Activity	Teacher	Pupil
A cat's tale	<p>Reading challenge pages 2 and 3.</p> <p>Play: The Tale of Liquorice Mick by Bob Mortimer on page 2</p> <p>Once pupils have watched the video ask them to answer the questions on the worksheet on pages 2 and 3.</p> <p>Answers are provided in this plan for teachers to mark the quizzes themselves or facilitate self or peer marking.</p>	<p>Listen to or watch the story 'The Tale of Liquorice Mick' on page 2.</p> <p>After the story answer the questions on pages 2 and 3.</p>
Feline fact file	<p>Research activity (with video support) page 4.</p> <p>Play: Does your cat bring you 'gifts'? Simon's Cat</p> <p>Play: Things you didn't know about feeding time! Simon's Cat</p> <p>Play: Do cats really hate water? Simon's Cat</p> <p>Pupils can do some optional research after they watch the videos to find out more about cats. Use the feline fact file template on page 4 to support pupils in adding in information from the content they have watched or researched.</p>	<p>Watch videos to find out necessary information to fill in the fact file worksheet on page 4.</p> <p>Pupils can do optional research about cats to find out more.</p>
Clever cats	<p>Cats through history pages 5-8.</p> <p>Ask pupils to match the time period images to the correct descriptions.</p> <p>Pupils can cut out and stick the images next to the correct boxes or use the supplied table, writing their answers next to each time period.</p> <p>When completed, ask pupils to complete the worksheet on page 8 by answering the questions.</p>	<p>Read the descriptions and match each one to their correct time period.</p> <p>Cut out and stick answers next to the correct boxes or use the table and write the answers in the boxes.</p> <p>When finished, complete the worksheet on page 8.</p>
Creative cats 1	<p>How to make homemade meaty cat food treats page 9.</p> <p>Play: How to make homemade meaty cat food treats</p> <p>Use the instructions on page 9 to guide your pupils in how to create meaty cat treats. Children will need to be supervised throughout this activity.</p>	<p>Watch the video and follow instructions on page 9 to create delicious cat treats for cats.</p>

Creative cats 2	<p>Kitty Bakes: Catty Dodgers page 10.</p> <p>Play: Kitty Bakes: Catty Dodgers</p> <p>Use the instructions on page 10 to guide pupils in how to bake catty dodgers for humans to enjoy. Children will need to be supervised throughout this activity.</p>	<p>Watch the video and follow instructions on page 10 to create delicious treats only for humans.</p>
Competitive cats	<p>Ask pupils to complete the activity on page 11 to identify different things that keep cats happy and healthy.</p>	<p>Complete the crossword puzzle on page 11.</p>

Extension activity

Ask pupils to select a time period from the clever cats history activity and write a diary entry of someone from that era. Pupils should write about cats and how they are treated by people in their community during this time in history.

Differentiation	Evaluation
<ul style="list-style-type: none"> • Utilise individual devices for videos and online games/activities, if available • For pupils with ASD: Adjust the volume of any videos and check for loud noises • For pupils with scoptic sensitivity: Print the downloadable pack and worksheets on coloured paper or use coloured overlays for reading activities • For pupils with SEN: Ensure provision of TA support or utilise a buddy system • For pupils with a hearing impairment: Make sure any videos used have subtitles • For varying levels of reading ability: Pupils can either read independently, read along with a teacher, work with a reading buddy, listen or watch the videos provided 	

Answers for activities

Answers – A cat's tale (pages 2 and 3)

The Tale of Liquorice Mick

Q: How does the author describe Chips Whiffles?

A big, white, fluffy Persian cat, with long whiskers and a bit of a miserable face!

Q: Why did Chips Whiffles think he would make a nice pet?

He thinks he is a very classy cat, never scratches and is very accurate with the litter tray.

Q: How does the author describe Lynx Silversmith?

A short-haired tabby cat, with pointy ears and a little pursed mouth.

Q: Why did Lynx Silversmith think she would make a nice pet?

She thinks she is the prettiest, most gorgeous cat. A beautiful cat.

Q: How does the author describe Conny Backwash?

A brown-and-tan coloured moggy with white socks and a black tip on the tail.

Q: Why did Conny Backwash think he would make a nice pet?

He thinks he is the most intelligent cat.

Q: What did Liquorice Mick tell Rebecca about himself?

He really likes cat treats and flicking them under the fridge and cooker. He enjoys staring out the window. He watches David Attenborough programmes. He really loves sitting on laps and having a good fuss.

Q: How does the author describe Liquorice Mick?

He is a silky, short-haired cat with a pure black coat and big, bright, lemon eyes.

Q: How did Rebecca feel when she met Liquorice Mick?

Tummy flutters. Her heart began to leap! She was excited and happy!

Answers – Feline fact file (page 6)

Q: How many hunting trips would an African wildcat need to go on each day to get enough calories?

36 (need nine mice per day and only $\frac{1}{4}$ trips are successful).

Q: Why do cats hunt even though they are given food by their owners?

Their hunting drive is not linked to hunger.

Q: Describe three ways in which cats are adapted for hunting:

1. Excellent eyesight and can see in low light levels.
2. Really good hearing.
3. Fast and agile with good balance.

Q: Why do cats get onto the worktop? How could we avoid this?

It is where we prepare their food (they may have learned the sounds of food preparation). Cats also know the routine leading up to feeding time. We may also have other food on the worktop. We could prepare their food elsewhere, even on the floor.

Q: List three things to avoid from the video:

1. Citrus.
2. Cleaning products with citrus.
3. Air fresheners.

Q: What should you do if your cat's feeding habits change?

Speak to your vet.

Q: What things do we need to think about with our cat's bowls?

Material – ceramic or metal is better than plastic.

Size – wide and shallow is best, so whiskers don't touch the sides.

Distance from food bowl – cats prefer water away from food.

How close it is to the wall? Does it put them in a vulnerable position?

Q: How can you make feeding fun? Why do we do this?

Feeding enrichment toys. Make them use their brains, make them use their senses and provide mental stimulation.

Q: What is special about the Turkish Van breed?

They have a water-resistant coat and enjoy being in water. They need to be given swimming facilities.

Q: Why do cats like running water?

African wildcats prefer fresh water from running streams, because it is fresher and less likely to contain nasty bacteria.

Answers – Clever cats (pages 7 and 8)

Picture	Box number	Picture	Box number
12 million years ago	3	1700s	6
9000-4000 BC	10	1800s	11
2000 BC	7	1914-1918	8
1000 BC	5	1927	4
400 AD	9	Today	1
1400s	2		

Q: How did many people view cats in the Middle Ages?

They were associated with witchcraft and people treated them badly. Those with cats were considered witches and usually burned alive.

Q: Why did cats become popular in ancient Egypt?

The Egyptians thought they were lucky, and kept snakes away.

Q: Why might guarding grain stores during the war have been 'work of national importance'?

This grain was needed to keep everyone fed during the war. The cats kept the population of mice and rats down in the food warehouses.

Q: Give some reasons why there might be fewer ships' cats now.

We do not go exploring like we used to and have better ways of protecting food. We also don't want to introduce them to other countries where they don't normally live as they may impact native wildlife.

Q: Give some reasons for why you think that cats moved from being just working animals to becoming favourite pets for many people.

They are great companions, people enjoy spending time with them, cat cuddles are great, and they make brilliant pets.

Q: How did the Romans treat cats?

Very well, they thought that they were sacred animals and let them wander around the holy temples.

Q: How did cats reach Asia?

They were sold across the world in secret in 1000 BC, often travelling by ship.

Q: When was Cats Protection set up?

1927.

Q: What jobs did cats do during the First World War?

Sniffing out poisonous gas on the battlefield and controlling rats on war ships.

Q: How many pet cats are there in the UK today?

Over 11 million.

Answers – Competitive cats (page 11)

Across

1. Cats need plenty of this to drink (5)

Water

2. Drinking this can give cats an upset stomach (4)

Milk

3. Cats get bored too. What can we use to play with them? (4)

Toys

4. Every cat needs one of these to stay warm and dry and feel loved (4)

Home

5. This operation stops cats from having unwanted kittens (9)

Neutering

Down

6. These tiny bugs bite cats and make them itch (5)

Fleas

7. Cats _____ . The name of a charity that helps cats (10)

Protection

8. Cats do this with their claws (7)

Scratch

9. Female cats can give birth to 18 of these every year! (7)

Kittens

10. A homeless or lost cat (5)

Stray

11. An animal doctor (3)

Vet

Rearrange the letters in the highlighted squares to find out what cats need to live happily at home (3, 5)

O W N / S P A C E