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| Title | Learning objectives | |
| Moggy Modules – Understanding behaviour | <ul style="list-style-type: none"> Recall key information from a story about a cat Investigate cat communication and design a perfect cat toy Identify different cat emotional states from images and justify by providing reasons Create a fishing rod cat toy | |
| Age range | | |
| 7-11 years old | | |
| Topic | | |
| Animal welfare needs | | |
| Subject | Key words | |
| Understanding cat behaviour | <ul style="list-style-type: none"> Neuter Microchip Stray | <ul style="list-style-type: none"> Charities Injections Crepuscular Body language |

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| Resources |
| <ul style="list-style-type: none"> 'Moggy Module 2 – Understanding behaviour' downloadable pack Device with internet access and QR scanner if desired Drawing and writing equipment Paper for extension activity Craft activity (optional) – a cane, a small toy, feathers, string, tape, scissors |

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| 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>Science – describe the basic needs of animals for survival.</p> <p>Design and technology – use creativity and imagination to design and make products that solve real and relevant problems. Consider own and others' needs, wants and values.</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>Religious studies – 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 2-5.</p> <p>Ask pupils to read 'Gizzy's big adventure'</p> <p>Once pupils have read the story, they can complete the quiz on page 6. Answers are provided in this plan for teachers to mark the quizzes themselves or facilitate self or peer marking.</p> | <p>Read the story about Gizzy. Test how much you can remember from the story by answering the quiz on the worksheet on page 6.</p> |
| Feline fact file | <p>Research activity (with video support) page 7.</p> <p>Play: The cat's meow – Simon's Cat Play: Cat body language – Simon's Cat Play: How to keep cats entertained – Simon's cat Play: Why do cats have a 'crazy time'?</p> <p>Pupils can do some optional research after they watch the videos to find out more about cats. Pupils should use the feline fact file template on page 7 to record the information they have researched.</p> | <p>Watch videos to find out necessary information to fill in the fact file worksheet on page 7. You can also do some optional research about cats to find out more.</p> |
| Clever cats | <p>Cat feelings activity pages 8-9</p> <p>Ask pupils to complete the worksheet, examining the pictures and answering the corresponding questions. Pupils will need to decide how they think the cat feels and why they might feel that way. To encourage development of empathy, pupils will then be prompted to think about a time when they felt the same way and why they felt that way.</p> | <p>Complete the worksheet on pages 8-9 by looking at the pictures and describing how the cat feels in each.</p> <p>Think about your own feelings and identify a time you felt the same as the cat in each picture. Describe why you felt that way.</p> |
| Creative cats | <p>Thrifty things to make and do page 10.</p> <p>Play: How to make a cat fishing rod toy.</p> <p>Use the instructions on page 10 to guide your pupils through the craft activity.</p> | <p>Watch the video and follow instructions on page 10 to create a cat fishing rod toy.</p> |
| Competitive cats | <p>Ask pupils to complete the activity on page 11 to identify where Harry would hide when he feels scared. They will then need to explain why this is the safest place.</p> | <p>Participate in the activity individually or in small groups. Children will need to justify their answer in the space provided.</p> |

Extension activity

Ask pupils, in pairs or individually, to write a list of the resources which they would need to buy if adopting a cat. Are there any items they would need to avoid? Would the number of resources change if they had more than one cat?

Stretch and challenge – once they have come up with their list, pupils can use the link to complete the interactive house plan and discuss with their classmates their reasons for choosing that location. Access the house plan here:

http://learnonline.cats.org.uk/content/houseplan/old/story_html5.html

Differentiation

- 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

Evaluation

Answers for activities

Answers: Gizzy's big adventure – a cat's tale (page 6)

Q1: Why couldn't the family keep all the kittens?

The family didn't have enough room for all the cats to be happy. Cats like to have enough space to choose to live apart from other cats. There wouldn't be enough room to keep all their own bowls, litter trays and beds.

Q2: How did the parents plan to stop Scampi having more kittens?

An operation called neutering.

Q3: Which charity could have found homes for the kittens if the family hadn't been able to?

Cats Protection.

Q4: Why did the vet give Gizzy injections?

To stop him from catching any nasty diseases.

Q5: What did Gizzy do to feel safer after he got out of the removal lorry?

He hid under a bush.

Q6: How did the vet find Gizzy's owners?

The vet used a scanner (magic wand) that went 'bleep' to look for a microchip. A microchip had been placed under Gizzy's skin on the back of his neck, at an earlier visit to the vets. The microchip could tell the vet the address and phone number of Gizzy's family.

Q7: Think of two words to describe how Gizzy felt when he was lost in the rain.

The author uses two descriptive words: wet and miserable. However, children may like to consider other descriptive words.

Q8: Think of two words to describe how Gizzy felt when he was back with his family.

Children may like to consider their own descriptive words.

Answers: Feline fact file (page 7)

Q: Why do cats meow and do they have only one?

Cats meow for different reasons, usually to get a certain response from their owner. They have many types of meow.

Q: What are the three ways cats communicate?

- Scent
- Body language
- Facial expressions

Q: Describe reasons for these noises.

- Growl – when threatened, to say “stay back” eg when around food – cats are a naturally solitary animal
- Hiss – if they are scared. They may scratch or bite
- Purr – when they are content. Kittens and their mum purr to communicate. They may also purr when in pain

Q: Define 'crepuscular'.

Most active during dawn and dusk.

Q: Draw a scared cat.

Pupils should consider the body language of cats in this drawing. A scared cat's fur will stand on end, eyes will be wide, ears and tail will go down.

Q: Why do cats have 'crazy time'?

They have lots of energy. In the wild they would go on up to 40 hunting trips a day.

Q: Describe a cat's vision.

They are far-sighted and can't see well less than 25cm away. They are good at seeing in low light. Pupils dilate when stressed, excited or hunting.

Q: Cats use their tails to express a variety of emotions, describe three below.

- Tip of tail slowly moving – agitated/irritated
- Slowly, side to side – excited
- Up in the air and curved at the tip – greeting behaviour

Q: Write some playtime top tips.

- Multiple sessions throughout the day
- Don't use fingers or toes
- Don't hold toy in cat's face
- Try different styles of play
- Let cat catch (and kill) the toy

Q: List the three ways to read how a cat is feeling.

- Facial expression
- Body posture
- Context

Answers – Clever cats (page 8 and 9)

Photo 1 – Slow blink

This is how cats smile and show they trust you. To make friends with a cat you can slowly blink at them and turn your head away. You can crouch down so you don't look like a giant. If the cat doesn't move away, you can put your hand out for them to sniff you and then stroke their head. Ask the children to practice in pairs.

Photo 2 – Tail up

Cats put their tails up when they see you to say hello. If they're particularly happy to see you, they may curl their tail over at the top like a walking stick.

Photo 3 – Roll

Cats roll when they see you to say hello and show they trust you. Most don't like their tummies stroked and may scratch or bite you if you try. Cats prefer you to say something to them or stroke their heads.

Photo 4 – Scared

When cats are afraid, they put their ears and tails down, widen their eyes and crouch their bodies low. Leave a scared cat alone – they may scratch or bite because they're afraid, especially if they feel they can't easily run away to hide or get up high.

Answer – Competitive cats - Harry's hiding place (page 11)

Cats love to hide in boxes. They make them feel safe in something enclosed, they make a good place to hide (all cats need this) and are a good, cheap toy. They are useful for enrichment and providing mental stimulation.