





## Learning Scientific Skills Outside the Classroom

### Scientific Skills

Predicting	Observing	Recording
Country of Origin	Suggested Age Range	Suggested Theme
 UK	4 – 5	Animals including Humans
Location outside the classroom		Benefits of using this location
A safe space for an incubator and a chicken coop which will be kept outside		The chicks and chickens need a safe space to grow and develop
Learning Objectives – Scientific Skills		Learning Objectives – Knowledge
To predict what will happen to a fertilised chicken egg To observe how a chick changes as it develops and grows into a mature chicken To record their findings in a drawing To record their findings in a simple life cycle		To know that a chick hatches from an egg To know that a chick grows and develops into a chicken To know that animals change as they get older
Key Vocabulary		
Scientific skills vocabulary – predict, predicting, guess, observe, look, record, recording Knowledge vocabulary – egg, chick, chicken, grow, older, bigger, yellow, fluffy, soft, incubator		
Resources / Equipment		
<ul style="list-style-type: none"> <li>• Equipment to observe chicks – an incubator and fertilised chicken eggs, brooder, chicken coop, appropriate food</li> <li>• Equipment to record observations – paper, pencil, post-it notes, life cycle images</li> </ul>		
Teaching Activities		
<p><i>This activity requires the use of living eggs which have been fertilised, these will need to be ordered in advance. It will take place over a number of weeks which allows children time to watch the chick hatch and observe how they develop as they grow.</i></p> <p><b>Explain</b> – They are going to observe what happens to a fertilised chicken egg which is kept in an incubator.</p> <p><b>Discuss</b> – Show the children some chicken eggs which have been fertilised and ask them to predict what they think will happen to the egg.</p> <p><b>Predict</b> – Children orally complete the sentence: I predict that the egg will .....</p>		
	<b>Explain</b> – The eggs need to be kept somewhere warm or they will not hatch so we have to keep the eggs in an incubator.	
	<b>Observe</b> – Children observe the eggs over time (several days) in the incubator and observe carefully what happens when the egg hatches and the chicks emerge.	
	<b>Explain</b> – When the eggs hatch, the chicks emerge. These are baby chickens. They are going to observe and record how the chicks change as they develop and grow.	
	<b>Activity</b> – Pupils hold the baby chicks in their hands and other senses to describe the chicks using simple scientific language.	
<b>Discuss</b> – What do the baby chicks look like? How do they feel? What size are they?		
<b>Record</b> – Children draw a picture to represent the baby chick and tell an adult what they have drawn. An adult could annotate the drawing with the scientific language the children have used or the child can annotate it themselves if they are able to.		



**Activity** – Over the next few weeks, at regular intervals, the children will watch them grow and observe how they change. During this time, they can hold them, watch how they behave, observe what they eat and describe their appearance.

**Discuss** – Every few days, discuss with the children their observations of the chicks and any changes they have seen.

**Explain** – When the chicks are old enough explain that they need somewhere bigger to live so they will be moved to a chicken coop outside. The children will visit the chicken coop in a few weeks to observe any further changes.

**Activity** – Children visit the chicken coop and make careful observations. Children record their observations in drawings and words.

**Discuss** – What do the chicks look like now they have grown into chickens? What do they eat?

**Read** – Share a story which mentions chickens laying eggs (for example Jack and the Beanstalk) or sing the song ‘Chick, Chick, Chicken’ with the children.

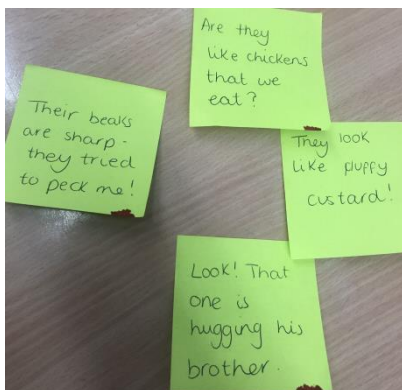
**Discuss** – Where did the eggs come from in the story/song?

**Explain** – Chickens lay eggs and these hatch into baby chicks. When a chick grows and develops into a chicken it can lay an egg. This is called a life cycle.

**Record** – Children record their understanding of the development and growth of a chick by providing images that they can order into a simple life cycle. The life cycle will include an egg, a chick and a chicken.



#### Examples of children’s work and teacher comments from country of origin



*The children were able to verbalise that they knew an egg would either grow up to be a chicken or be eaten. They made lots of observations about the chicks as they were holding them, this opportunity for first hand observations was invaluable. It was also very beneficial to see the chickens in the coop because the children were amazed that the once-yellow chicks were now a different range of colours and were also surprised by how much they had grown. The next step would be to think about what other animals lay eggs or to explore how other animals (including humans) grow and develop.*

*It is important that after the activity the chickens are disposed of correctly or are sent to an appropriate home where they will be cared for correctly.*