



## Meet Flora the Sheep First Level

### Suggested Participants - Primary 2 - 4

This short story follows a sheep over the course of a year and shares what happens on a sheep farm over the seasons. The SWAY story can be projected onto a classroom whiteboard for a whole class experience and can be used to cover lifecycles, seasons and farming.

#### What this pack contains:

- All the links and content required to deliver our [Flora the Sheep story](#) (this story is also available in [Gaelic](#)).
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes .
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

#### Learning Outcomes

- We are learning to write a short story.
- We are learning to take on a role.
- We are learning to sort information in a logical sequence.
- We are learning where food comes from.

#### Success Criteria

- I can use my listening skills.
- I can participate in storytelling sessions.
- I can use role play to bring characters to life.
- I can describe the basic journey of food.

#### Experiences and Outcomes

- **ENG 1-17a** To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.
- **LIT 1-09a** When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.
- **EXA 1-12a** I enjoy creating, choosing and accepting roles, using movement, expression and voice.
- **SOC 1-09a** Having explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods.

#### Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy

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### Introduction

- Share/discuss the learning intentions and success criteria.
- [Request some wool](#).
- Look at a [farming in Scotland map](#) (also available in [Gaelic](#)).
- Look at the different roles that farmers have in the community with our [farmer in the community cards](#).
- [Take a virtual visit to a farm](#) and meet some sheep. (This virtual visit to the farm is also available in [Gaelic](#).)

### Suggested discussion points

- What types of farm animals do farmers in Scotland keep?
- What food products do these farm animals provide?
- Where on the farming map can you see sheep?
- Are there any sheep on farms near your school?

### Learning

- **Literacy outcomes:** The ability to discuss why farmers keep sheep and the different jobs they do to look after them.
- **English outcomes:** The ability to engage with others, for example, vocabulary, eye contact, expression and/or body language.
- **Drama outcomes:** The ability to use voice, considering use of volume, expression, clarity and pace to convey a character.
- **Health and wellbeing outcomes:** The ability to identify at least two forms of agriculture in Scotland and foods associated with these.

### Additional tasks

- Put together [your own sheep calendar](#).
- Discover the equipment used on a sheep farm with our [cut and stick worksheet](#).
- Write your own sheep stories.
- [Listen to a sheep](#) and use role play to act out how a sheep moves and sounds.
- Try out our '[Meet the sheep](#)' maths worksheet.

### More information

- We have [24 learning ideas](#) to support sheep and wool in our interactive resource.
- Check out our [Discover and investigate with Will](#) - full of activities, learning sheets and supporting teaching notes and have a go at one of the activities with your class.

### Social media

Please tag [therhet.bsky.social \(Bluesky\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.