

Welcome to Cats in the Classroom

Cats Protection is the UK's leading feline welfare charity and has been caring for cats and kittens since 1927. We help around 157,000 cats a year through our nationwide network of branches and adoption centres. Our work doesn't stop there. In 2007 we neutered over 120,000 cats, reunited 3,500 lost cats with their owners and microchipped 35,000 cats.

Our objectives are...

- To find good homes for cats in need
- To support and encourage the neutering of cats
- To improve people's understanding of cats and their care

Our vision is...

To ensure that every cat is given the chance of a life where it will be treated with kindness and an understanding of its needs.



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Aims of the Pack

This resource aims to:

- Provide a range of stimulating curriculum activities to support work within the Foundation Stage and Key Stages 1 and 2
- Increase children's awareness of the role of animal charities or cat adoption centres and the needs of cats
- Encourage children to be thinking, responsible, caring humans.

The resource gives a variety of ideas for lessons based on cats within Literacy, Numeracy, ICT, DT, Art and Design, Science and PSHE & Citizenship for Key Stages 1 and 2 and for the six Foundation Stage Areas of Learning: Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development and Creative Development. Some of the ideas could be used as standalone lessons. Others, such as the making of pop-up books or the DT projects, could be the stimulus for a series of themed lessons. Thus the resource offers scope for a range of teaching and learning styles. The resource is organised as follows:

Summary of Contents

Curriculum Links

General links are given for national curriculum and guidance documents.

Activities for Key Stages 1 and 2

Stories, Poems and Sayings: The stories and poems have been created to provide a focus for a range of speaking, listening, reading and writing activities. Concept maps of activity ideas and, where appropriate, word banks are given to support each story and the poems. The illustrated poems and stories can be reproduced easily for children to use. In

addition cat sayings are laid out within a cat outline and suggestions are made for how these can be used for literacy.

Cat Data, and Facts and Figures: These provide facts that can be used for ICT, Numeracy and non-fiction work.

Additional Ideas: Suggestions for activities that could be used with any of the stories or poems are listed.

Activities for the Foundation Stage

A concept map offers ideas for activities within each area of learning. This is followed by a finger rhyme "Five Cats", pictures of cats that could be used for counting activities, a matching game or discussion; and an outline of a cat without whiskers for a dice game.

The activities would work best with small groups. When carrying out the activities children should be encouraged to talk and to think about cats' needs and the feelings owners show for their pets.

A role-play cat adoption centre is a valuable resource. Set out a table with a phone, diary, map of the local area, luggage labels for tagging toy cats and a large calculator. Put out a range of plastic bowls and spoons and arrange toy cats in baskets/large boxes and on cushions. Provide blankets and small plastic toys. Encourage the children to care for and play with the cats and to take on the roles of volunteers and, also, people wanting to rehome cats.

Resource Sheets

Two sheets with borders of cat prints and cats have been provided for the children to use when doing work for a display. Many of the suggested activities lend themselves to making creative displays.

Cats in the Classroom Poster

An A1 sized poster gives an outline of a cat and interesting facts about cats. The poster can be used for comparing cats with humans; as the centre-piece for a cat display in which children's work, cat sayings or interesting facts could be added to the outline cat; or as part of displays depicting animals and/or pets. It could also be used as an example when children are designing and making posters.

Further Information

A list of useful websites and links.



Curriculum Links for KS1 and KS2

The links below highlight where activities within this resource fit into the National Curriculum for England. Explicit links have not been given for the National Literacy and Numeracy Strategies. Many of the activities could also support a wide range of work at word, sentence and text level, for solving money problems and manipulating and presenting data. Links to the Scottish 5–14 Curriculum Guidelines for English and Mathematics are also given.

| SUBJECT | KEY STAGE 1 LINKS | KEY STAGE 2 LINKS |
|--------------------|---|--|
| English | En1 1a, b; 2a–f; 3; 4; 6a; 8a–c; 9a; 10b; 11 En2 1c, j, l–n; 3a, b, d–f; 6a, e–g En3 1a–f; 2a–c; 7a–c; 12 | En1 1a, b, e, f; 2c, d, e; 3a–f; 4a–d; 6a–c; 8a, b; 9a, c; 11a–c En2 1b–d; 2a–d; 3c; 4a–l En3 1a–d; 2a–f; 4f–j; 7a, c, d; 9a–c; 12 |
| Maths | Ma2 1a; 3a, e; 4a, b; 5a, b | Ma2 1a–c; 2d, f–l; 4a–d Ma4 1c–e; 2a–c |
| Science | Sc1 2b, d, h Sc2 4a Breadth of Study 1c, d | Sc1 2b, d, h Breadth of Study 1c, d |
| Art and Design | 1a; 2a, b; 3a, b; 4a | 1a; 2a, b; 3a, b; 4a |
| DT | 1a–d; 2a, d; 3a, b | 1a–d; 2a, b, d; 3a–c |
| ICT | 1b; 3a | 2a; 4a |
| PSHE & Citizenship | 1a, b; 2a–c, e; 4a, d; 5a–c, g | 1a, c; 2a, d–f, h; 4a, d, g; 5a–c, g, h |

Scottish 5–14 Curriculum

English

Listening

Listening in groups – Pupils can listen to others’ readings of stories and poems and offer responses and opinions.

Listening in order to respond to texts – Pupils can offer an appreciation of the viewpoints of characters, or the implicit messages of the poems and stories and offer personal responses to the complex feelings and attitudes they convey.

Awareness of genre – Pupils can explore different uses of character and poetic form.

Knowledge about language – Pupils can explore rhyme, rhythm, tone and pace.

Talking

Talking in groups – Pupils can contribute to readings and discussions, commenting and offering questions and answers.

Talking about experiences, feelings and opinions – Pupils can talk about their own feelings and opinions about the stories and poems and relate these to their personal experiences.

Talking about texts – Pupils can explain their appreciation of, and responses to, the complex feelings and attitudes of characters in the stories and poems.

Knowledge about language – Pupils can relate linguistic terms to the structure and content of the poems and stories.

Curriculum Links for KS1 and KS2

Reading

Reading for enjoyment – Pupils can enjoy a wide range of stories and poems and reflect on their reading.

Reading to reflect on the writer's ideas and craft – Pupils can locate the main points of the texts and comment on the opinions and attitudes of the writers and the styles used.

Awareness of genre – Pupils can identify and comment upon types of form and content and consider how these reflect the purpose of the texts.

Knowledge about language – Pupils can relate linguistic terms to their reading, including genre, character, similes and metaphors.

Writing

Personal writing – Pupils can write about their personal experiences relating to cats and express their thoughts and feelings.

Imaginative writing – Pupils can write in various genres to explore the topic of cats, including story styles, poetic styles and plays.

Knowledge about language – Pupils can relate linguistic terms to their writing and use this knowledge to add structure, dynamism and interest to their work.

The activities in the concept maps and teachers' notes will help pupils to: communicate, by receiving and expressing ideas and information, debating and performing and writing; think, by discovering, relating and reflecting on the messages contained in the stories and poems; feel, by reflecting upon and considering their own feelings towards cats; and, make stories, poems, scripts, graphics and other creative responses.

Mathematics

Problem-solving and enquiry

Pupils can:

- Approach numbers and data-handling problems to explore the task
- Consider what might be relevant before deciding how to proceed
- Evaluate what they did and report in a variety of ways to their friends and class, for example, in writing or by using charts and graphs, using ICT or other group presentation tools.

Information handling

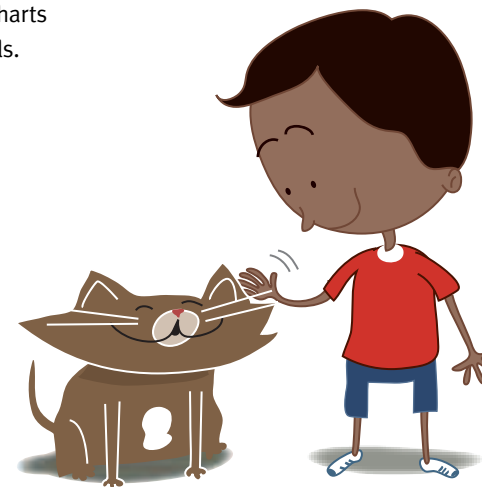
Pupils can:

- Organise and manage data from the selection provided
- Display information in ways likely to show relationships relevant to the task
- Interpret information by identifying features and relationships.

Number, money and measurement

Pupils can:

- Use number and money notation to solve real money problems
- Use a variety of methods of calculation, including simple equations, relationships and laws
- Use data to create or identify a range of patterns and sequences.



Curriculum Links for the Foundation Stage

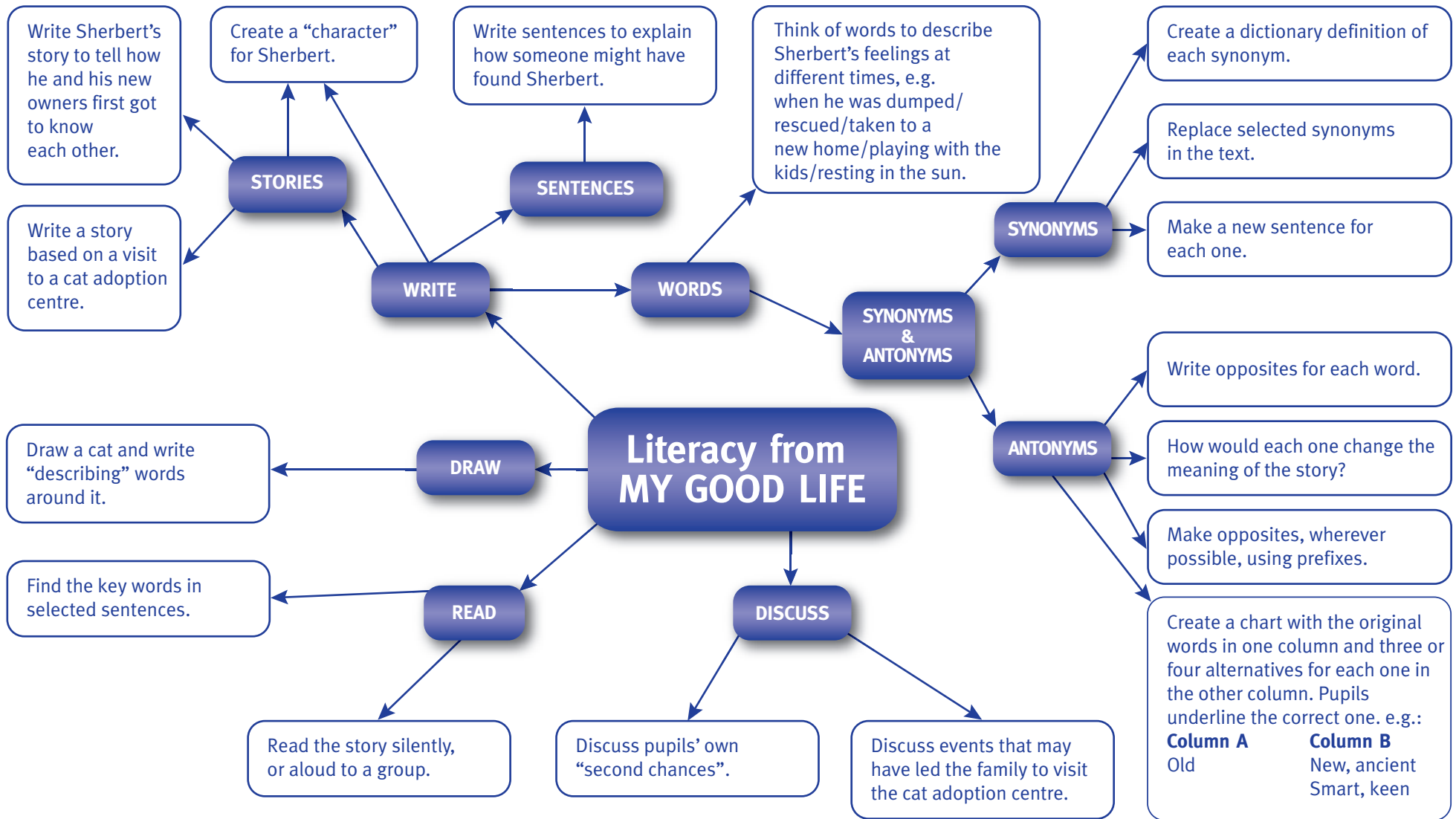
The Foundation Stage activities will work towards achieving the following early learning goals.



| AREA OF LEARNING | EARLY LEARNING GOALS |
|--|---|
| Personal, Social and Emotional Development | <p>By the end of the Foundation Stage most children will:</p> <ul style="list-style-type: none"> • have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others • understand what is right, what is wrong and why • consider the consequences of their words and actions for themselves and others |
| Communication, Language and Literacy | <ul style="list-style-type: none"> • use language to imagine and recreate roles and experiences • sustain attentive listening, responding to what they have heard by relevant comments, questions or actions • interact with others negotiating plans and activities and taking turns in conversation • extend their vocabulary exploring the meaning and sounds of new words • link sounds to letters, naming and sounding letters of the alphabet • read a range of familiar and common words and simple sentences independently • attempt writing for various purposes, using features of different forms such as lists, stories and instructions • use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed |
| Mathematical Development | <ul style="list-style-type: none"> • say and use number names in order in familiar contexts • count reliably up to ten everyday objects • in practical activities and discussion begin to use the vocabulary involved in adding and subtracting • find one more or one less than a number from one to ten • use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities |
| Knowledge and Understanding of the World | <ul style="list-style-type: none"> • investigate objects and materials by using all of their senses as appropriate • look closely at similarities, differences, ... |
| Physical Development | <ul style="list-style-type: none"> • move with confidence, imagination and in safety • move with control and co-ordination • handle ... malleable materials safely and with increasing control |
| Creative Development | <ul style="list-style-type: none"> • explore colour, texture, shape, form and space in two or three dimensions • use their imagination in art and design, ... imaginative and role play • express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making ... |

(Comparable references can also be found within the curriculum guidelines for Scotland and Wales.)

Teachers' Notes – My Good Life



My Good Life:

Pupil sheet 1

Hi there! My name's Sherbert, and I'm three years old. I got my name because my family thinks I'm sweet! I used to be owned by someone else, when I was little. I think they bought me on the spur of the moment. You know, didn't think about it too much before getting me. They certainly didn't look after me. Life wasn't too good, and then I got dumped! I don't remember much, but I do remember being found, and taken somewhere where there were loads of other cats. I stayed there for a while – it was quite fun – before a family came and took me home.

Life's excellent now! Do you want to know what my usual day is like? Read on...

I get up quite early. I love my sleep, but I'm not allowed out at night, so I get a good nap then. Probably this is the best thing, as I used to get into all sorts of trouble before! I have a good stretch and then groom myself for a bit. I'm a real stickler for being nice and clean! It's not long before the two children appear downstairs in the kitchen, and I weave in and out between their legs to let them know I'm there, and I'm hungry!

Breakfast is a pouch of cat food with some biscuity bits on top. It's really delicious, and I get a different sort every day. I like the green pouches best! I get a bowl of fresh water as well, so I'm never thirsty. After breakfast, I have a quick groom again and then go for a stroll around the house to see if there's anything new. I like to keep an eye on what's happening in my territory. I'll head out into the garden after that. There's a little flap in the door that only I can get in

and out of, which they open in the morning and close up at night. If it's sunny, I'll find a nice spot to sit for a bit and soak up some sunshine. I get dozy again, though, and usually sleep for half an hour or so.

There's lots to see in the neighbourhood, so I scramble up onto the top of the fence and have a peek around. I've got great balance, and I've never taken a tumble. If it's hot, I'll need some more water, so I go back to the kitchen. The chances are I'll have another quick doze in the cool and shade. When I wake up I usually stretch a bit, to keep nice and supple. I like to keep my claws in good order and I used to like scratching them down the legs of the big dining room table, but I got into trouble for that. I have my own scratching post now. It's covered in carpet on two sides and works just as well.

When the children get home from school they play with me for a while. I adore it! They toss my toys around for me to chase (makes me feel wild!) and give me a good rub and a cuddle. I'll sit on someone's lap for a bit and purr, to show them how happy I am. I get another pouch of food and some more biscuity bits later on, once I've done another circuit of the house and garden. If it's winter and the fire's on, that's where you'll find me for the remainder of the evening. Curled up in the warmth! In summer I'll be by a window to get the last of the sun before finding a friend to play with again for a while.

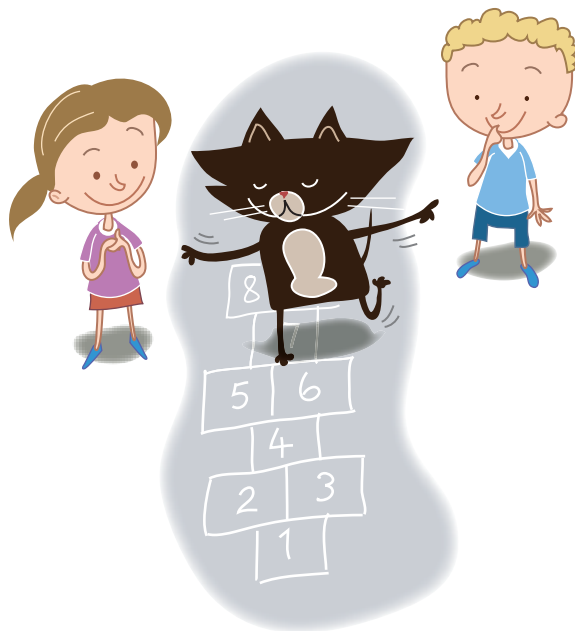
Like I said, it's a great life!

Cat fact: Don't give your cat cow's milk. Some cats are allergic to it, and it can give them upset tummies!



My Good Life: Pupil sheet 2

Cat fact: If you lose your cat, you are more likely to be reunited with him or her if he or she has been microchipped

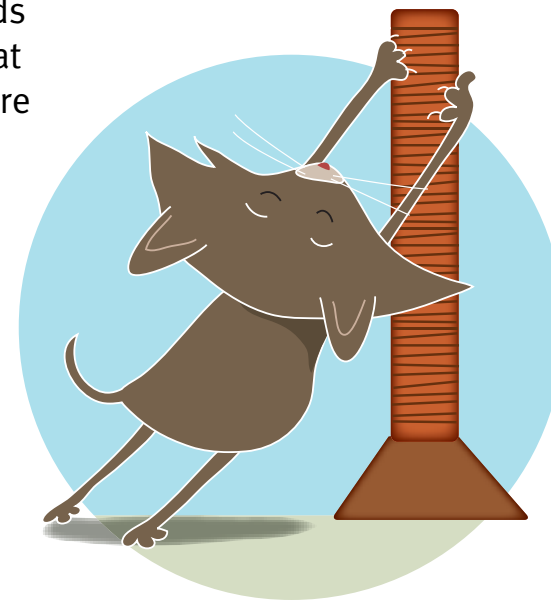


SYNONYMS

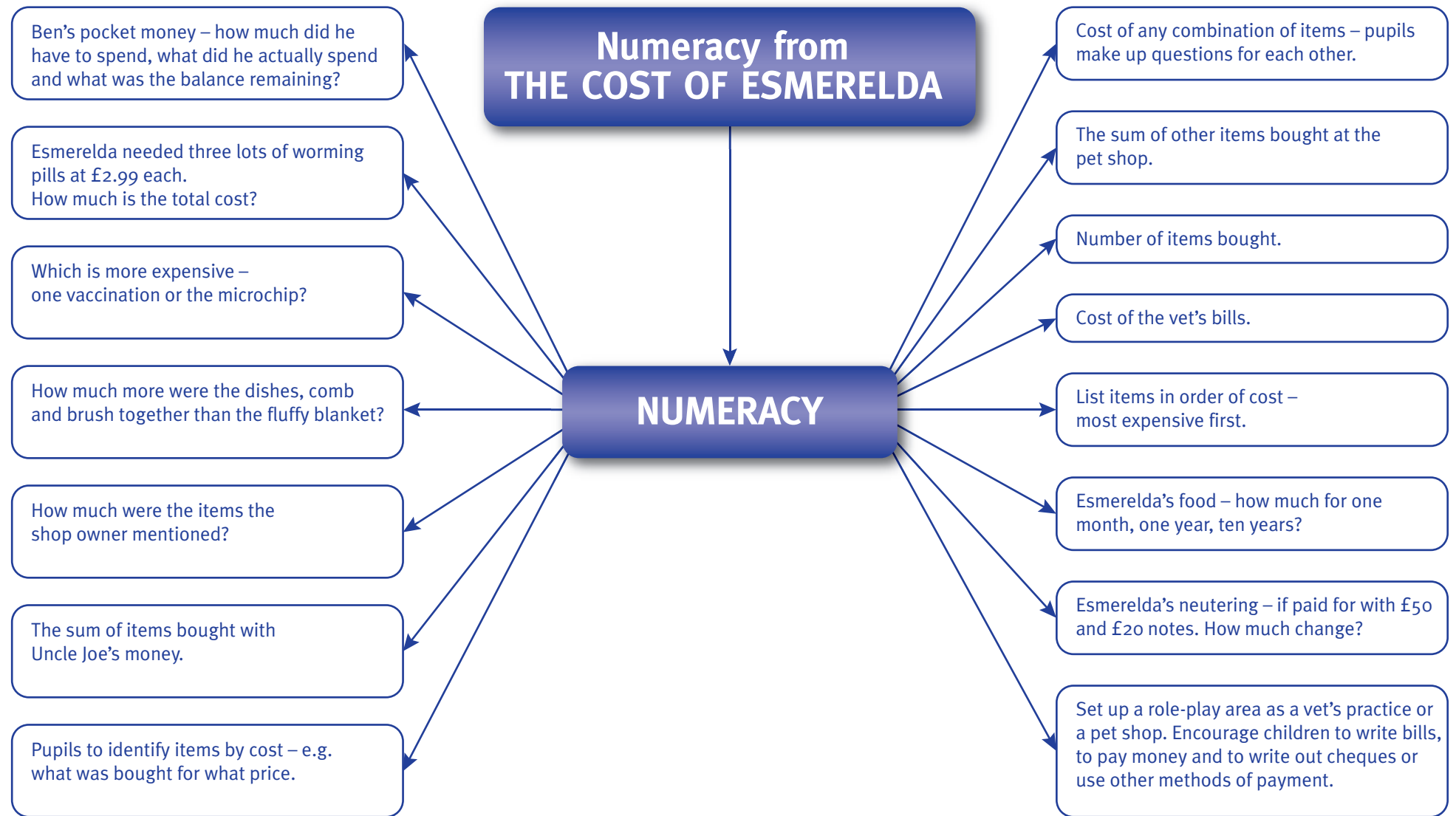
sweet
little
bought
squeeze
remember
dumped
delicious
while
quite
came
excellent
pal
sleep
love
kids
appears
hungry
stroll
dozy
scramble
tumble

ANTONYMS

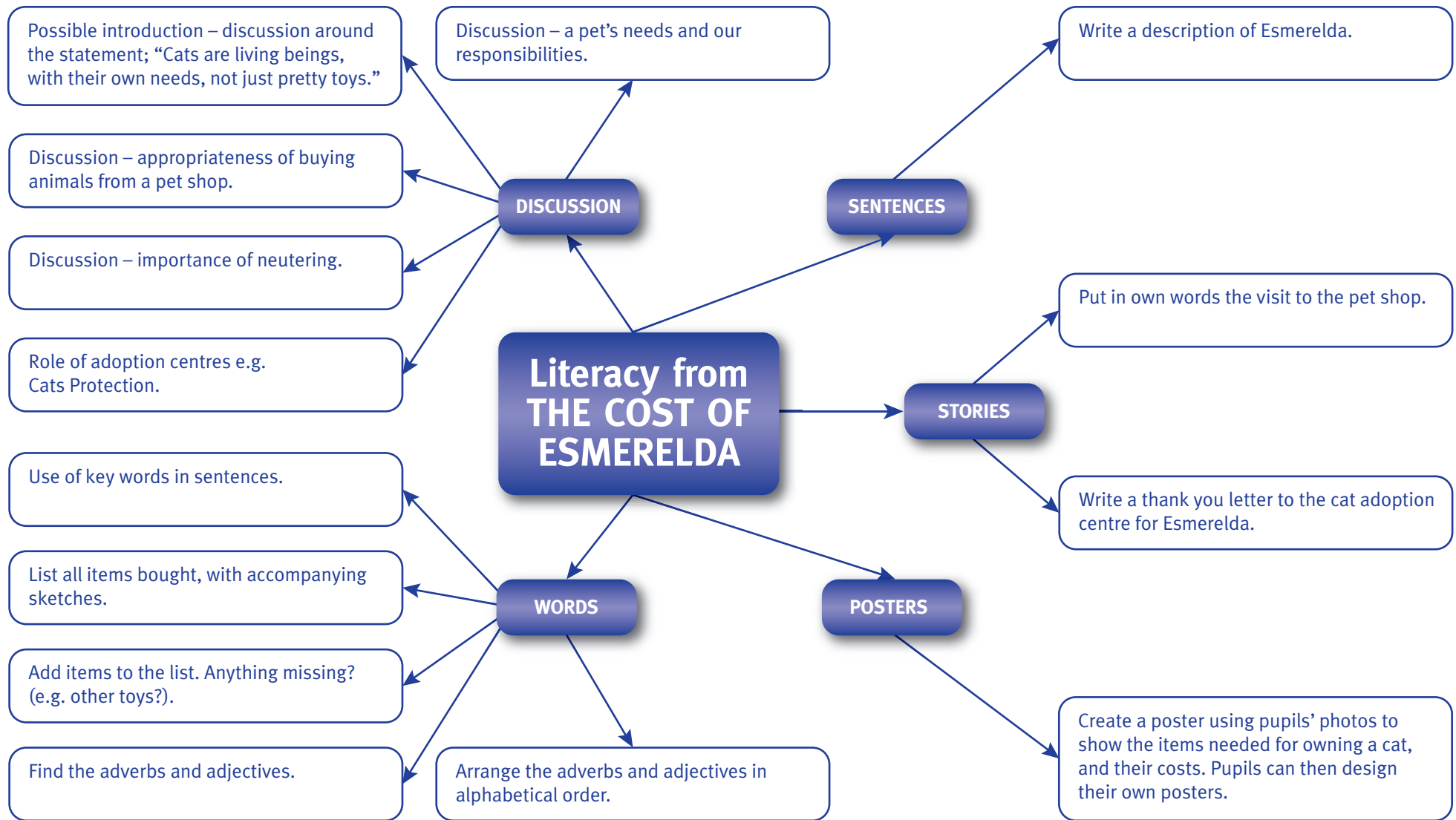
little
sweet
good
quite
excellent
different
best
fresh
never
quick
nice
loads
great
adore



Teachers' Notes – The Cost of Esmerelda 1



Teachers' Notes – The Cost of Esmerelda 2



The Cost of Esmerelda: Pupil sheet 1



Ben waited anxiously for school to end. The day seemed endless! He was so excited, his heart pounded like a drum. Today was the day Ben's new cat, Esmerelda would arrive from Cats Protection! Ben ran home from school like the wind! "Has she come?" he shouted excitedly to his Mum and Dad, as he got in. "What's she like?"

Ben had always wanted – really wanted – a cat! His Mum and Dad had said that he had to find out first exactly what a cat would need to have a happy home – and how much everything would cost.

"Don't forget, Ben, even if you are only six you must also help regularly to look after your new cat," his Mum remarked. "Cats are living beings, with their own needs, not just pretty toys."

So, last week, Ben and his mum went to the local pet shop to find out the cost of things. Ben was in for a real shock. There were some tiny kittens for sale at £30 each, but his Mum said they should give a new life to a cat from a cat adoption centre. Ben was delighted. He liked the idea of helping a cat.

Ben had carefully saved up his £2 weekly pocket money for three weeks, and with that he picked out a squeaky fish for £1.99, a toy mouse for £2.50 and a little red ball with a bell in it for £1.00. Uncle Joe had kindly given Ben £25, so he used that to buy a smart cat carrier (£13.99) with a soft, fluffy blanket to put in it (£6.99).

The pet shop owner said, rather cheerfully, "You'll also need a litter tray (£2.95), a large bag of cat litter (£7.50) and food and water bowls (£3.00), as well as a comb and brush (£4.00 for the two).

Ben was so amazed how many different things were needed! He could see his Dad shaking his head rather sadly. But they hadn't finished yet. "Don't forget her food!" Ben cried anxiously.

He worked out that it would cost about £4 per week. "How long will we have her?" muttered his Dad.

They were just leaving when Ben's Mum picked up a leaflet that said Esmerelda ought to have a course of two vaccinations against cat "flu" and other diseases.

When they got home, Ben's Dad phoned the vet, who said the course of vaccinations would be £60. Pills to protect her against worms in her tummy would be £2.99 now, and again every three months. A microchip would cost another £25. After that Ben decided to make a scratching post for Esmerelda himself!

Still, it was worth it all, because Esmerelda is very happy in her new home. She gives Ben and his family great pleasure and they love her a lot.

P.S. Cats Protection said that when she is around four months old, Esmerelda will need to be neutered. They will remind Ben's family with a phone call or a letter, which is helpful. Guess how much that will be? £65! But at least she won't have to worry about any unwanted kittens.

Cat fact: Cats are not vegetarian – they need to eat meat to survive

The Cost of Esmerelda: Pupil sheet 2

Cat fact: Most cats need fresh air and sunshine

Key Words

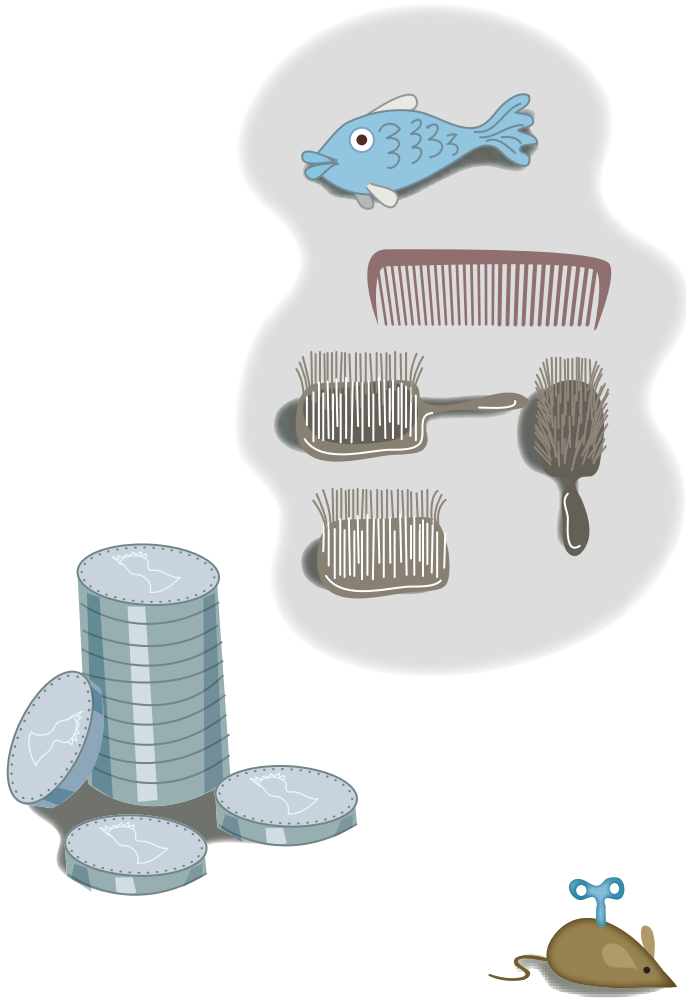
cat
excited
amazed
exactly
microchip
cost
help
rescue
neutered
living being
pocket money
squeaky fish
toy mouse
litter tray
cat carrier
comb
brush
leaflet
vet
vaccination
scratching post
unwanted

Adverbs

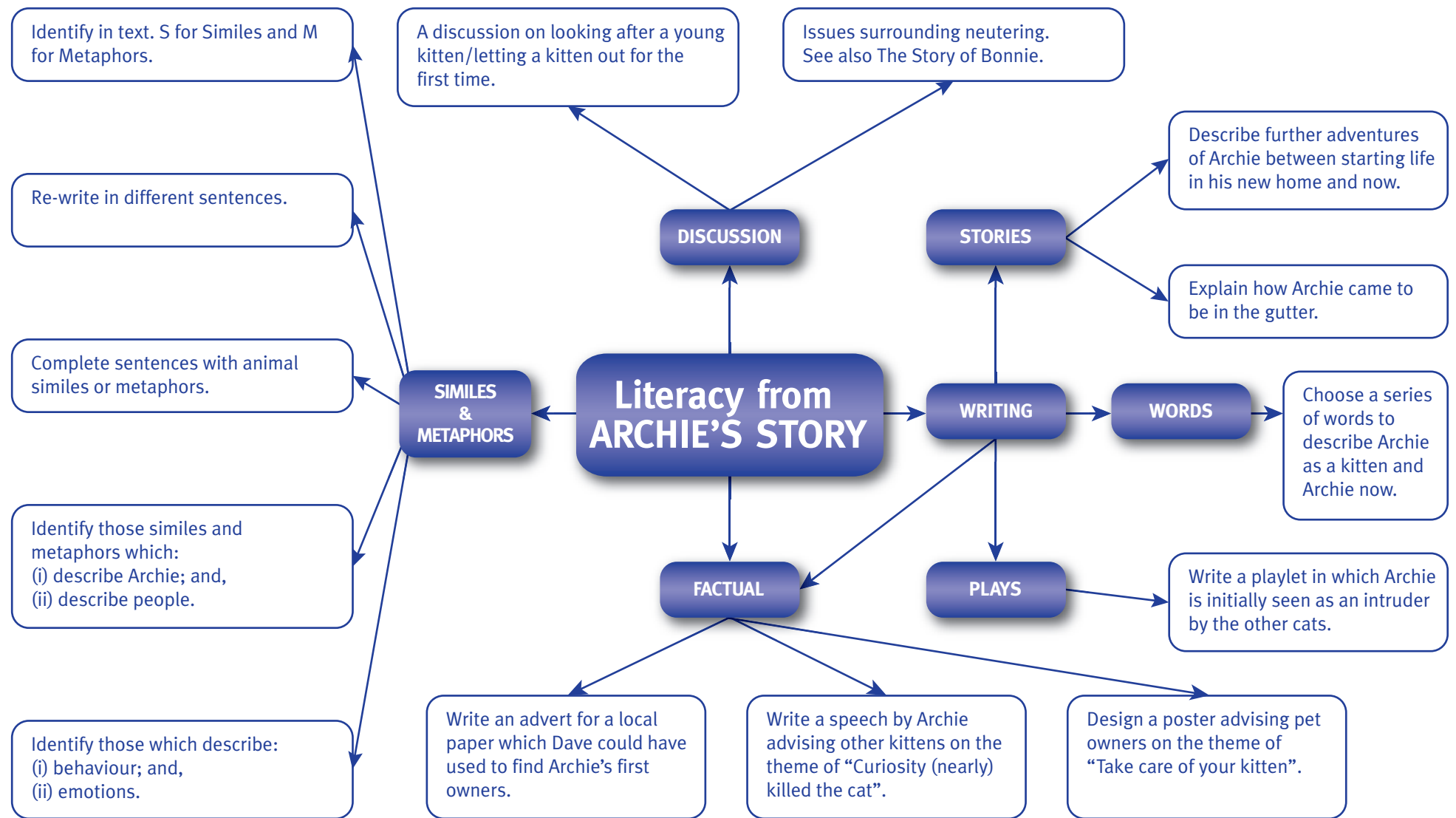
anxiously
excitedly
first
exactly
regularly
carefully
kindly
cheerfully
so
sadly

Adjectives

new
happy
own
living
pretty
local
real
tiny
fresh
rescue
endless
weekly
little
red
smart
soft
fluffy
large
different
other
unwanted



Teachers' Notes – Archie's Story



-----'s Story: Pupil sheet 1

I am a 10-year-old black-and-white neutered tom. I won't tell you my name but see if you can work it out. It's based on where I was found. You'll need to read my story to find it out.

In my house I'm top dog! But it wasn't always like that.

My life began as a great adventure. My owners had never had a kitten before. They had hearts of gold, but they were too kind, really. Because I miaowed at the door they let me out. "He'll be all right," said Freddie. He was one of my owners, and always anxious to watch the football on the television. I was pleased, but now I know I was too young, at nine weeks to be out in the big, wide world on my own. I was fun-loving and mischievous and far too young to be out late at night. Bit of a young lad, me!

Anyway, off I would go, like greased lightning, chasing anything that moved. It was great fun, rushing here, rushing there. I was a real live wire. I leapt. I pounced. I missed! But, boy, was I enjoying myself. I was as happy as a sandboy, as cunning as a fox, and as stupid as an ass!

Then came the great mistake. I do remember going next door, through the gap in the fence and then next door again. But I don't remember too much after that. Was it a dream? More like a nightmare! How did I come to be in the gutter, under the railway arch, as cold as ice, wet, hungry and a ball of fear? I felt awful and longed to be home.

If only I hadn't behaved like a silly billy.
If only my owners hadn't been too kind.

Was it my fault or theirs? I don't know.

At any moment, I thought, those monster wheels would flatten me as they roared past with a noise like thunder. I was so scared, like a frightened rabbit, that I didn't dare to move.

Have you heard that saying, "Every cloud has a silver lining"? Well, mine did. Just when I felt my number was up, along came Dave. He was about my age now, I guess, and a real brick. He's human, if you hadn't guessed.

The lashing rain caused his dad to slow down right alongside me. That was my lucky break. "Look! Look!" yelled Dave. "Dad, stop! Stop!" Dave's dad did stop. He climbed out of the car, picked me up, and cradled me in his giant hand. At that moment, he was a knight in shining armour come to my rescue.

Dave and Joe (that's his dad) took me to their home, where there was another cat, already. I didn't know it at the time or didn't really care then, but Joe's wife, Judith, was known locally as "the cat lady". The love and care she showed me soon explained that name. Her eyes sparkled like diamonds, her smile like the morning sun, as she gently dried me off. She cuddled me like a newborn baby and placed me on a soft blanket in a cardboard box. It was lovely! I could hear snatches of conversation. "Poor little thing – wonder what happened?" "What shall we do?" "Let's see if it's hungry."

I didn't feel like any food that night, or the next day, so off to the vet we went. She couldn't find anything wrong, but I have to say when I heard "injection" and saw that needle – like a javelin it was – I almost wished I were back in the gutter! Not really, though!

Soon, I was right as rain. Judith and Joe tried to find out where I lived but I hadn't been microchipped, so they couldn't find my owners; in the end they kept me. Now I've been microchipped so they don't lose me, and I've been neutered which is a bit of an insult to a chap like me!

I'm glad they couldn't find my first home. Plenty of food, love and companionship here. I'm king of the castle, keeping the other feline in order as well as Alfie, the latest arrival. He's a mongrel dog who's as old as Methuselah!

By the way, I just go out into the back garden now – none of that "grass is greener on the other side" for me. Life here's perfect – a real bowl of cherries!

P.S. Here are some more clues to my name if you need them:

- Six letters
- Starts with "A"
- Like the name of this shape



Cat fact: Kittens are very active so need lots of food – but they only have small tummies, so feed them little and often

Archie's Story – Word Lists: Pupil sheet 2

Key Words

neutered
adventure
nine weeks
kind
mistake
mischievous
fence
gutter
railway arch
fault
frightened
monster
car
lashing
cradled
locally
cardboard
injection
needle
microchip
companionship
love
felines
garden

Super Similes

pleased as punch
like greased lightning
as happy as a sandboy
as cunning as a fox
as cold as ice
as stupid as an ass
like a silly billy
a noise like thunder
like a frightened rabbit
sparkled like diamonds
like a newborn baby
like the morning sun
like a javelin
right as rain
as old as Methuselah



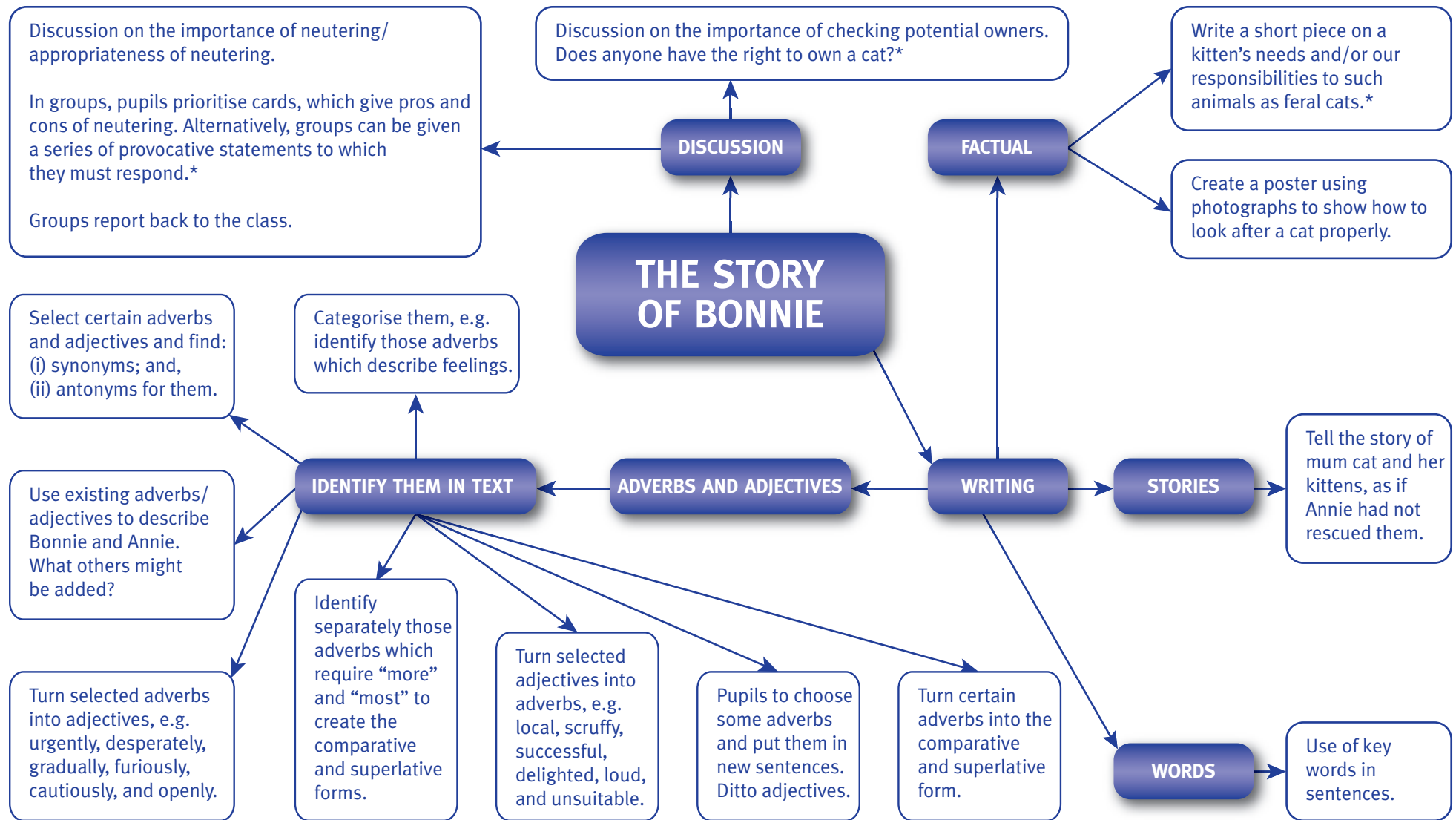
Marvellous Metaphors

to be top dog
hearts of gold
a live wire
a ball of fear
a real brick
a knight in shining armour
a bowl of cherries
the grass is greener
king of the castle



Teachers' Notes – The Story of Bonnie

*Also suitable for PSHE/Citizenship.



From Wild to Domestic – The Story of Bonnie:

Pupil sheet 1

Mum cat had a lonely birth for her five kittens in a scruffy builder's yard. It was cold and wet – not the best place for a new kitten to come into the world.

Fortunately, Annie, a cat lover who worked part-time in the yard office, and was an experienced volunteer for Cats Protection, had heard the kittens miaowing. She left food and water at a safe distance for the thin and scrawny mum cat, who would not allow people anywhere near her. The new family of six lived in the yard until the owner unsurprisingly announced, "They must go quickly. This isn't a suitable place for kittens!"

So Annie found a successful way to tempt them out with tasty morsels of food. She took them home and started the difficult business of finding suitable homes for them. The kittens weren't used to people and were hard work! In the meantime, mum cat was neutered to stop her having more kittens.

"Home needed urgently for feral kitten," said the advert that Annie had placed in the local paper. Misha had one rescue cat already – why not one more?

Misha, a single parent with a teenage son and a nine-year-old daughter, decided to take the plunge. Annie visited Misha to ensure the kitten would be looked after properly and wasn't just a

passing fancy. She soon returned with a kitten – black, with a white blaze under her tiny chin and another on one front paw. Bonnie, as the delighted children named her, was about 10 weeks old, eight inches long – and extremely frightened. Humans were almost unknown to her. And mum wasn't around to help.

Misha carefully opened the cat carrier and reached in to stroke her, whilst saying quietly, "Come on kitty, come and see your new home." Out shot Bonnie like a cartoon cat! Her eyes were full of fear and her shoulders were timidly hunched down. She speedily made a bee-line for sanctuary behind the settee.

At first, Misha tried to tempt her out, but soon decided Bonnie would come out when she was ready, in her own good time. So food, water and a litter tray were put behind the settee for her.

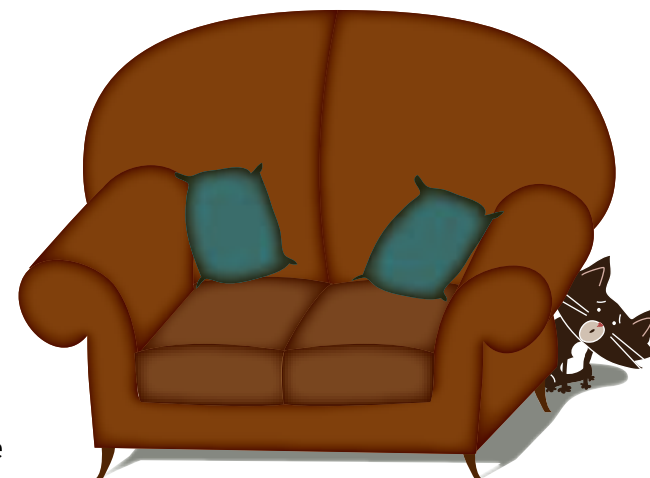
During the next two weeks – that is how long Bonnie remained hidden – Misha and the children played openly with the other cat near the settee. Bonnie could hear that, and the loud purring as the children cuddled her.

Once she got used to household noises, Bonnie's curiosity became too much for her. She began to peep cautiously around the settee to see what the other cat was doing. One day, she came right out, very slowly, decided she liked what she saw... and stayed out!

Now she likes nothing better than to curl around Misha's neck, purring furiously and greeting every visitor with a rub around his or her legs. It's almost as if she is saying, "Thank you for rescuing me. You humans are quite nice, really."

Cat fact: A fully grown cat needs two meals a day

Cat fact: Make sure your cat visits the vet regularly for a health check



The Story of Bonnie:

Pupil sheet 2



Cat fact: Make time to groom your cat each day, checking for signs of fleas, wounds, lumps or bumps

Key Words

urgently
feral
rescue
builder's yard
miaowing
suitable
successful
neutered
volunteer
properly
delighted
frightened
cautiously
curl
visitor
settee
sanctuary
played
peep
purring
curiosity
humans
openly

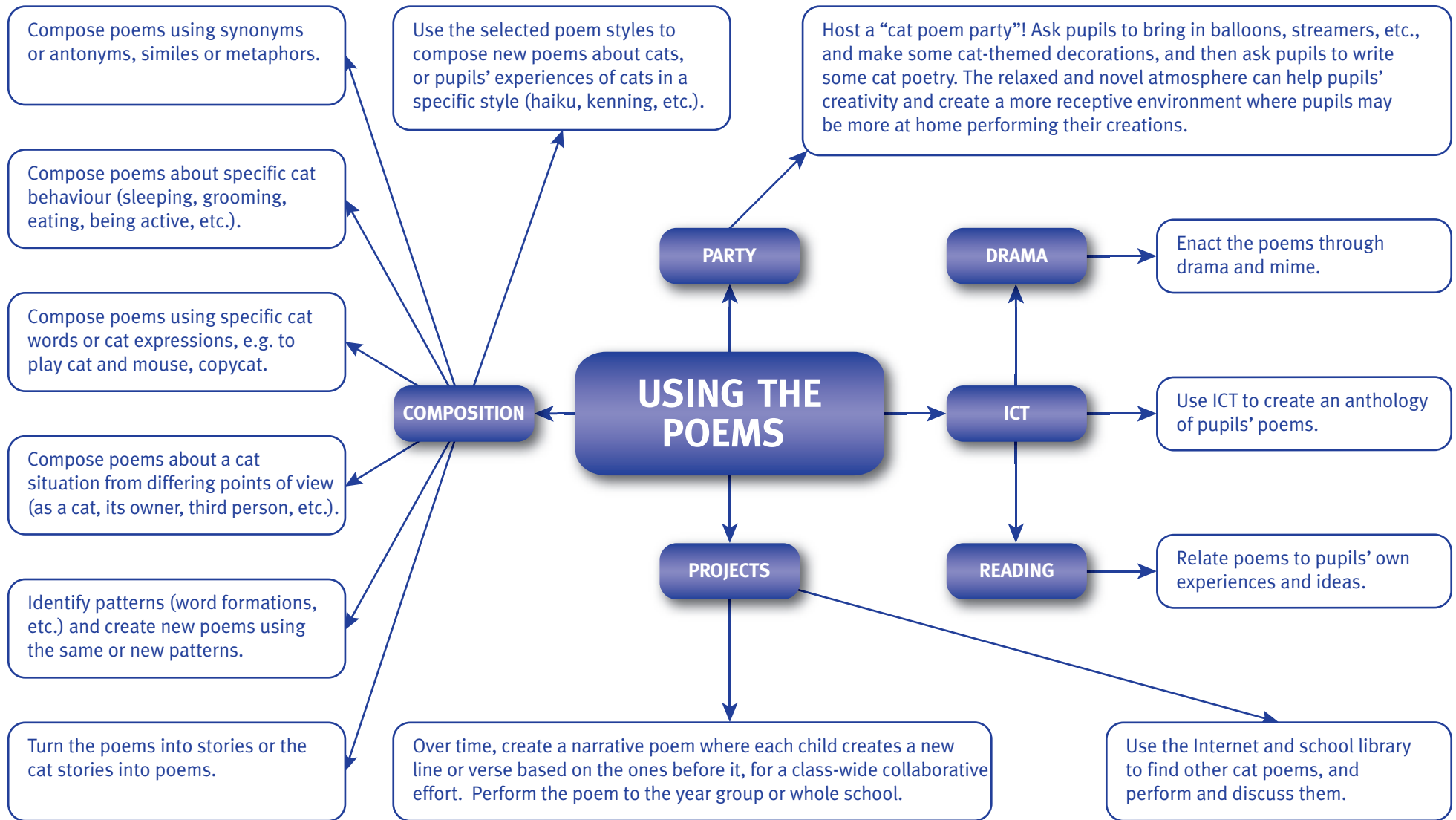
Adverbs

urgently
desperately
unsurprisingly
quickly
promptly
properly
immediately
extremely
carefully
quietly
furiously
soon
gradually
cautiously
slowly
timidly
speedily
openly

Adjectives

local
feral
four
rescue
scruffy
cat (lover)
nearby
safe
successful
unsuitable
difficult
suitable
tasty
teenage
nine
experienced
black
white
tiny
front
delighted
part-time

Teachers' Notes – Using the Poems



Poems: Pupil sheet 1

Haiku One

Warm fire and a rug
A long, long stretch and a yawn
This cat's in heaven!



Haiku Two

Alert, poised, agile
Creeping quietly, slowly, to
POUNCE! The string has moved!



Poems: Pupil sheet 2

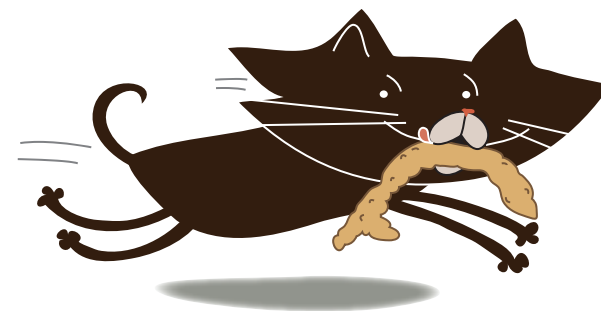


Chant

Up, down
In, out
Here, there
Everywhere
Round, round
Round, round
Hope he doesn't
Fall down
Chase it
Race it
Watch it bounce
Try to pounce
Faster, faster
Zip, zip!
Cat loves
Catnip!

Humorous

My cat stole the fish today
He grabbed it and he ran away
“After all the money I had to pay,”
Mum said, “he’ll make my hair turn
grey!”
But I don’t care, it made his day
At least he left me the chips – hooray!



Poems: Pupil sheet 3

Kenning

Lap napper
Tree climber
Back stretcher
Street prowler
Leg tickler
Paw licker
Water hater
Fish lover
Chair scratcher
Toy chaser
Mouse teaser
Me pleaser!



New kitten

Teeny
Weeny ball
Of fur, you're all
Curled up
Asleep



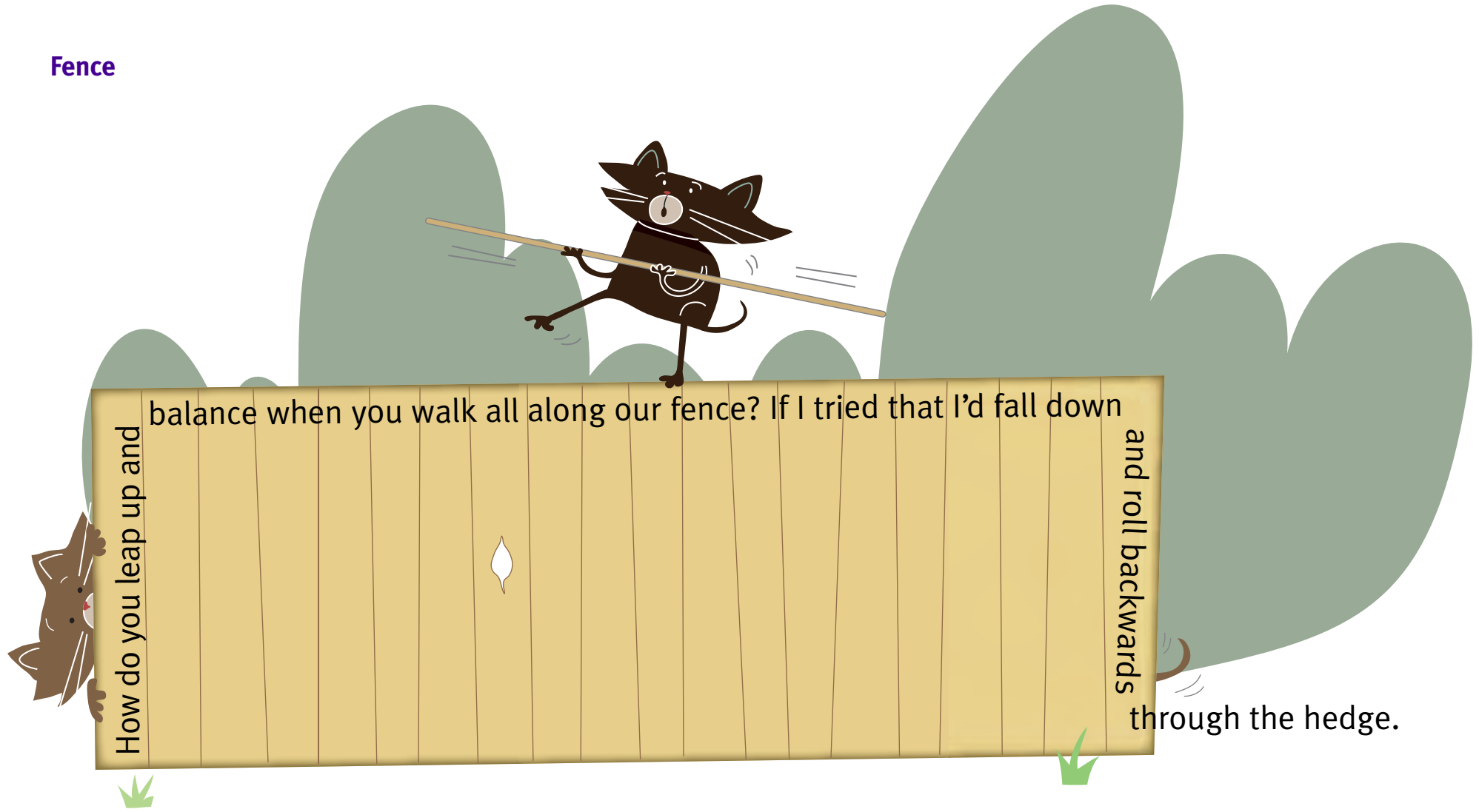
Acrostic

Friend to me,
Every day you
Let me stroke and play with you
It makes me feel much better, when
School's been bad, or Mum's cross
again
Could you ever understand
And know how much it means to me
That you'll be there to curl up, soft and
warm, and
Untravel my stress as you purr away,
So content, just like you make me.



Poems: Pupil sheet 4

Fence



Poems: Pupil sheet 5

Lists: If I were a cat

If I were a cat, I'd sleep ten times a day
At least!

I'd yawn and stretch a lot
L i k e t h i s

But then,
I'd run around in circles for a while
(and you'll never, ever guess why)

I'd get hungry, and stare up at you
And walk a figure eight through your legs
And miaow and miaow and miaow!

I'd sometimes disappear all day, and then
Come back and fall asleep
And as to where I'd been,
You'd just have no idea

Sometimes I'd eat grass
And I'd get excited when you cooked fish (not like now!)
I'd chase string.
In fact, I'd chase almost anything

And when you wanted to read
I'd jump up on your lap, and pace around
in circles for a while
And dig my claws in, just a bit
But you'd smile

And then, I'd fall asleep again.



Narrative

He wandered off, one quiet day
We never thought he'd disappear
But gone he was, without a trace
We waited, filled with grief and fear.

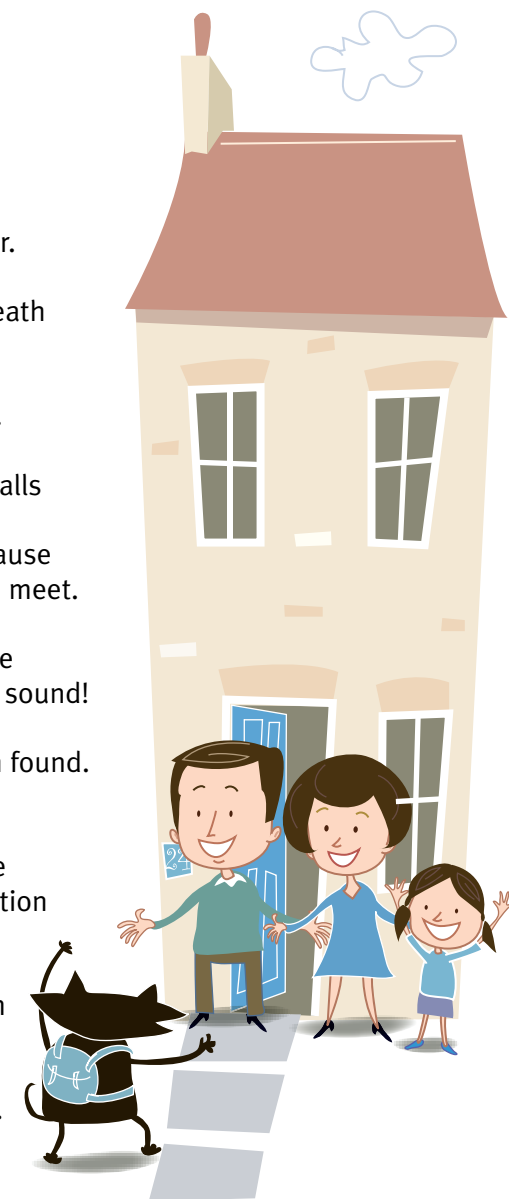
Three days we waited, held our breath
For words to tell us he was found
To put aside our thoughts of death
But no one called – not one sound.

We'd told the world, made all the calls
Put posters up in every street
We walked the streets without a pause
But no news came from those we'd meet.

But then a ring, to break the silence
We ran, good news – he's safe and sound!
His life was not to end in violence
Some miles from here he had been found.

They'd seen a cat, forlorn and lost
And driven to a cat adoption centre
Where he was scanned for information
Hidden underneath his coat.

That tiny grain, they'd put inside him
At the time, he'd made a fuss
A microchip, quietly abiding
Brought him, safe, back home to us.



Poems: Pupil sheet 6

Performance: Cattitude!

I got a slick ol' coat that's black an' glistenin'
I got real good ears for real good listenin'

Hey man!
You got cattitude!

I got wicked white shoes that make no sound
I got piercin' eyes that are wide an' round

Hey, man!
You got cattitude!

I got razor teeth an' a real bad smile
I got legs for runnin' miles and miles

Hey, man!
You got cattitude!

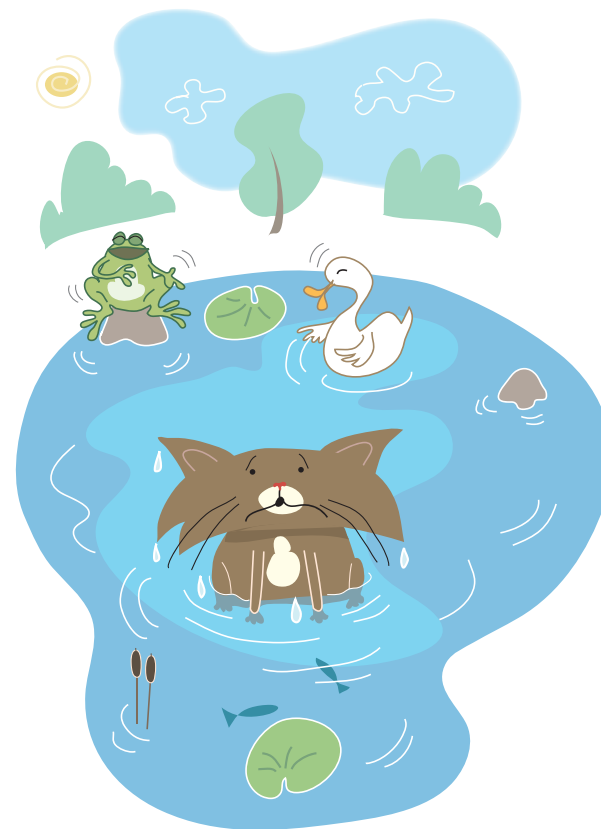
I got poise an' balance, I got all the moves
I got what it takes, I'm wicked an' smooth

Hey, man!
You got cattitude!



Limerick

There once was a careless young moggy
Who fell in a pond, and got soggy
From tail to front paws
She got soaked! To applause
From two ducks, some fish, and a froggy



Poems: Pupil sheet 7

Cat's Prayer

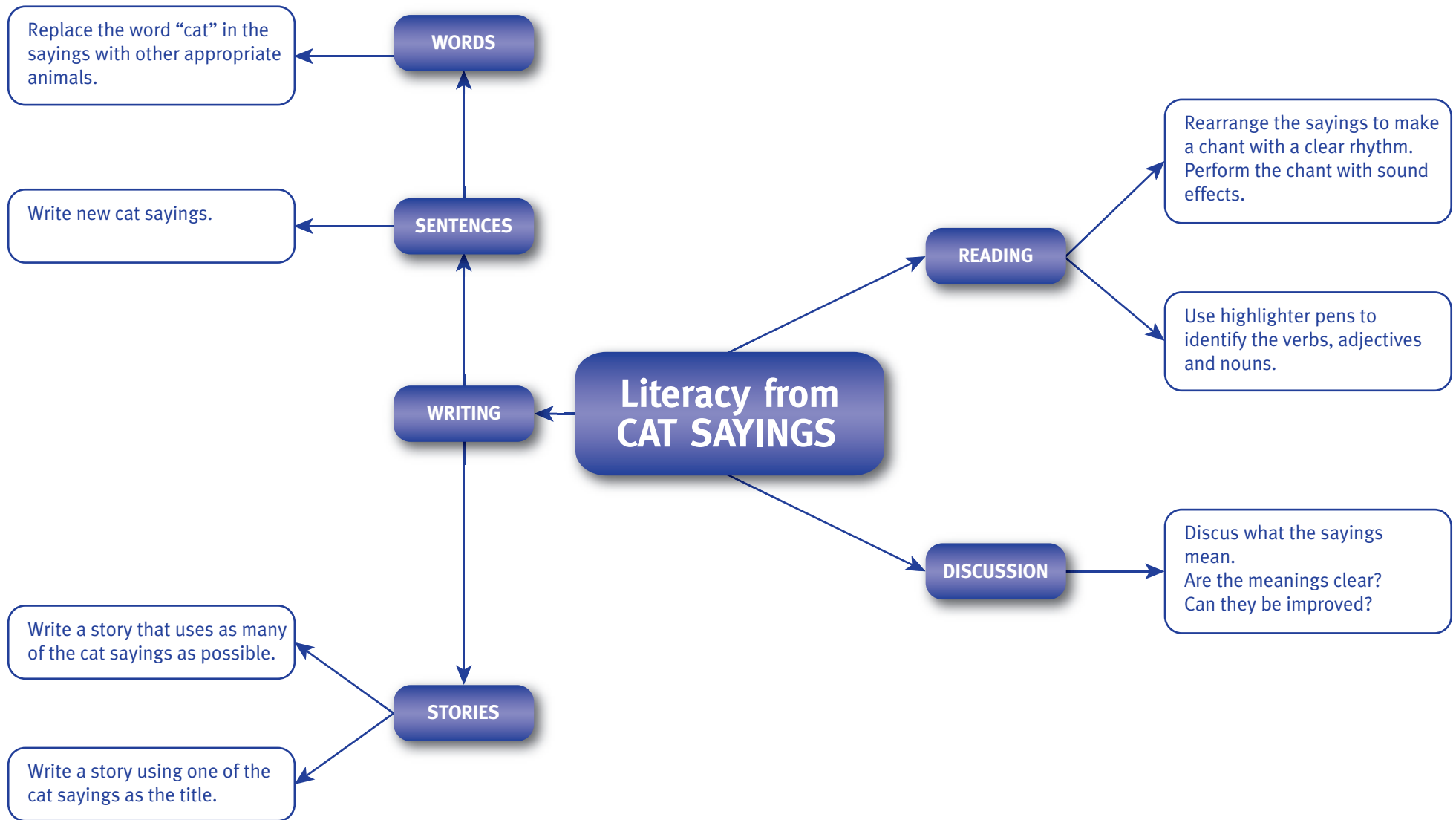
I wonder if I could ask a small favour?
Well – maybe a few. But they're all quite small!
Like dogs.
Would really (really!) short legs
Be too much to ask?
And maybe if they ran short of breath
Almost straight away – and had to stop!
I know it's a lot, but I've only a few more to ask
And
About fires – could you make people put them on more
often
And make sure there's a nice soft rug in front
Or even better, make small chairs
But with big, comfy arms to lie on
If they're small enough, no one else would sit on them
So I wouldn't get shooed off
I don't think it's that much to ask
So
Maybe if you've got some time
You'll think about these thoughts of
mine?



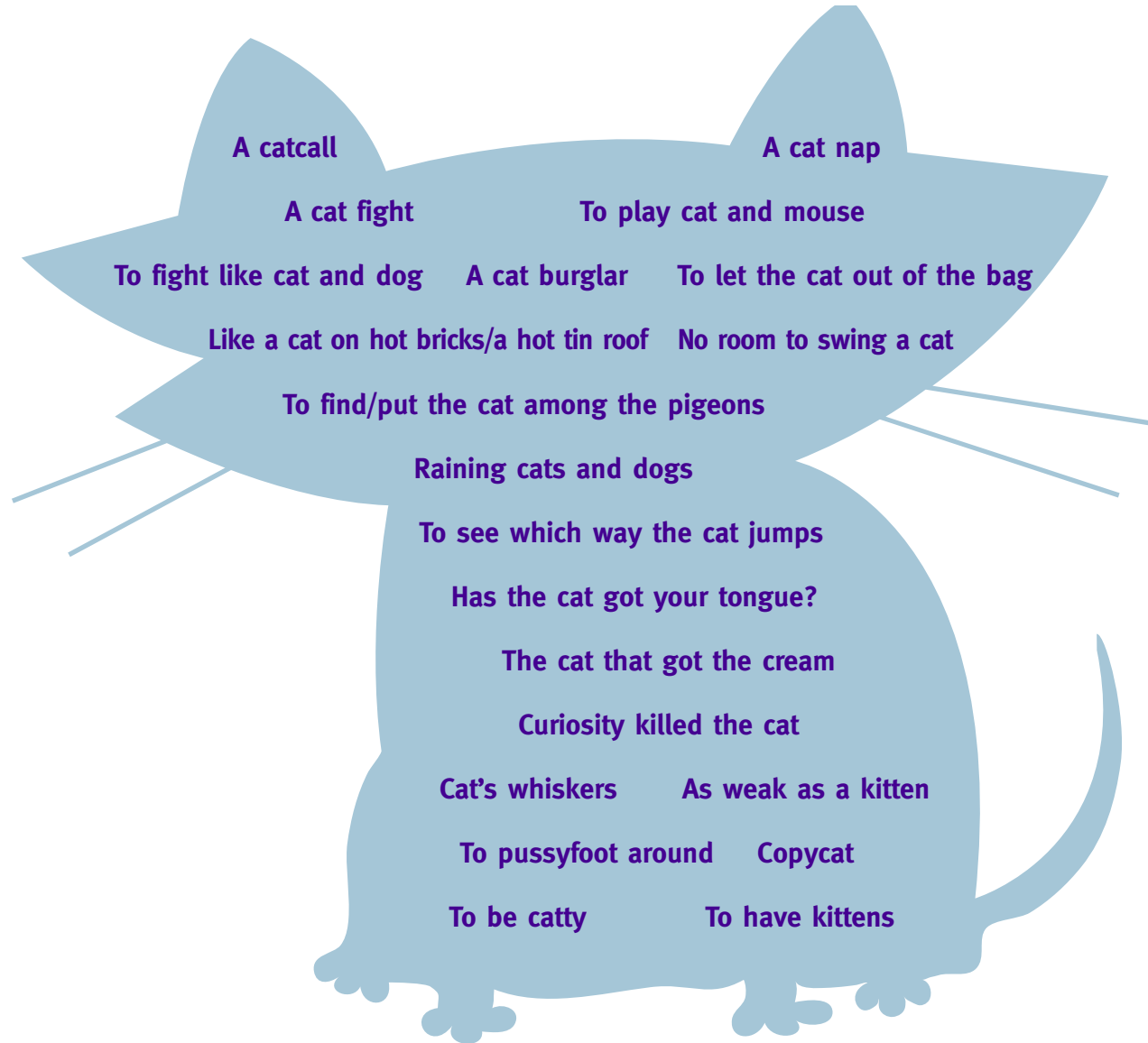
Cat Expressions

- to play cat and mouse
- a catcall
- to find/put the cat among the pigeons
- to be catty
- a cat fight
- to fight like cat and dog
- a cat nap
- a cat burglar
- to let the cat out of the bag
- like a cat on hot bricks/a hot tin roof
- no room to swing a cat
- raining cats and dogs
- curiosity killed the cat
- to see which way the cat jumps
- has the cat got your tongue?
- the cat that got the cream
- cat's whiskers
- copycat
- to have kittens
- as weak as a kitten
- to pussyfoot around

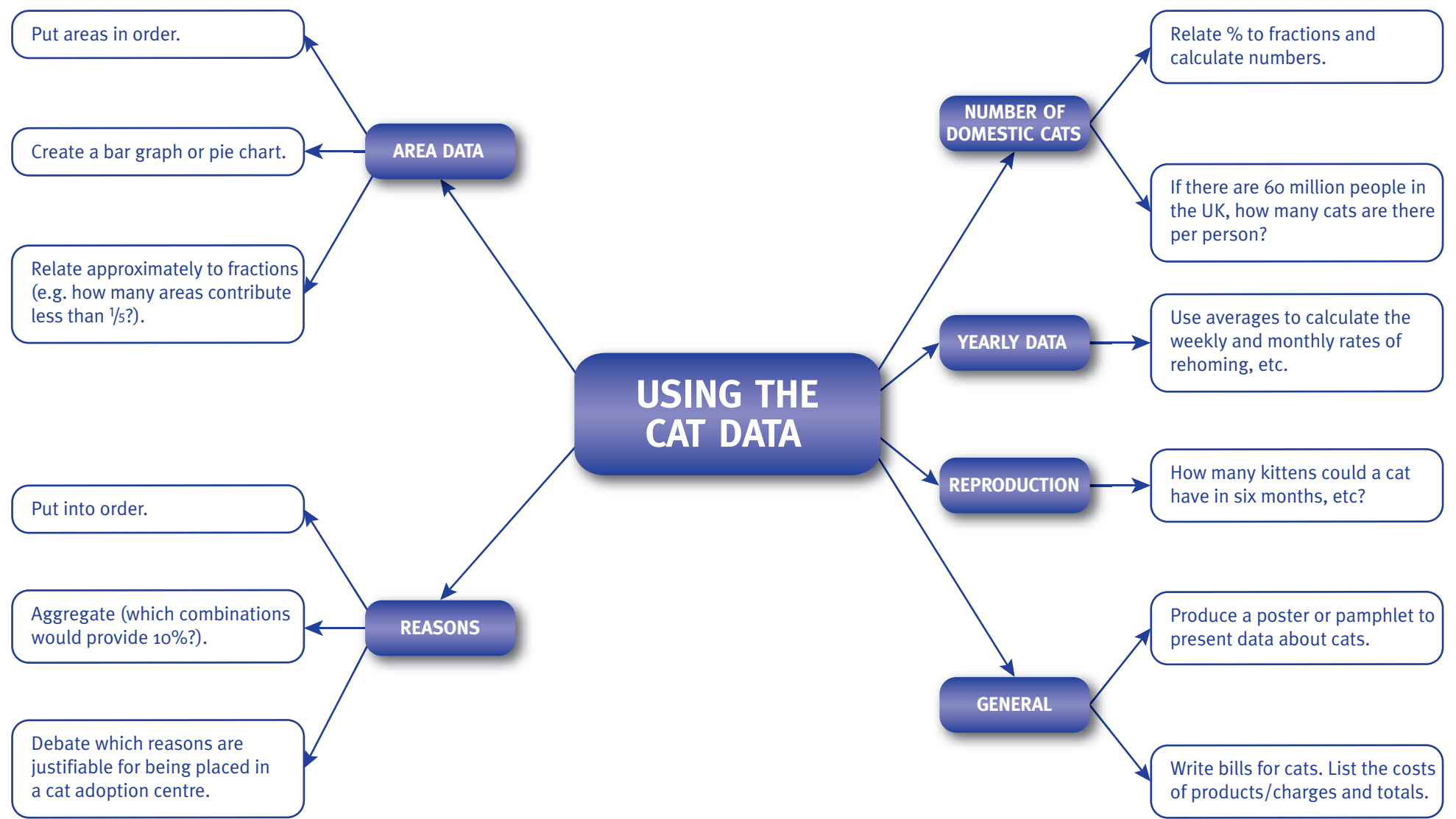
Teachers' Notes – Cat Sayings



Cat Sayings: Pupil sheet



Teachers' Notes – Using the Cat Data



Cat Data: Pupil sheet

Cat Data

In 1927 a group of cat lovers met in London to form a society to promote the interests of cats. Today, Cats Protection (CP) is the UK's leading cat welfare charity.



During 2007 Cats Protection helped thousands of cats and kittens:

| | Total | Daily average |
|---|---------|---------------|
| Number of cats and kittens rehomed: | 51,886 | 142 |
| Number of cats neutered: | 121,539 | 333 |
| Number of cats and kittens reunited with their owners care of CP: | 3,541 | 10 |

Where did Cats Protection rehome cats in 2007?

| Area of UK | % of cats rehomed |
|--------------------------|-------------------|
| North Scotland | 5% |
| South Scotland | 10% |
| North & North West | 8% |
| Yorkshire & Lincolnshire | 5% |
| Wales & West Midlands | 15% |
| Midlands | 9% |
| East Anglia | 11% |
| South West | 8% |
| Mid West | 9% |
| South East | 13% |
| London | 7% |
| Northern Ireland | 1% |

Reasons why cats come into the care of Cats Protection adoption centres:

| Reason | % of cats that come in |
|------------------------|------------------------|
| Stray/abandoned | 31.5% |
| Owner circumstances | 19.3% |
| Kittens | 14.2% |
| Cat transfer within CP | 9.3% |
| Problem behaviour | 7.4% |
| Owner can't cope | 4.8% |
| Allergy/asthma | 4.6% |
| No reason | 3.3% |
| Too many cats | 2.2% |
| Owner pregnancy/child | 2.1% |
| Cat ill/pregnant | 1.2% |
| Other | 0.1% |

Cat fact: Remember that kittens need a lot of sleep

Facts and Figures:

Pupil sheet

- At any one time Cats Protection has over 6,500 cats in its care.
- For every two felines in Cats Protection's care there is another one waiting to come in.
- Every year Cats Protection uses 1.7 million tins of cat food, and almost 60,000 bags of cat litter.
- 70% of the charity's cat care work is carried out by over 6,500 volunteers who work for 3.4 million unpaid hours every year which saves the charity an estimated £40 million.

Cat facts:

- The current UK cat population is 7.2 million.
- There are 4.8 million cat-owning households in the UK.
- A 1999 survey found that there are 47 million cats in Europe.

Cat ownership:

- 92% of all cats owned are moggies.
- Nearly half of UK households own a pet.
- 41% of the UK's cat-owning households have two or more cats.
- The UK spends a whopping £4 billion on its feline friends every year.
- 93% of cat owners find that their cat is good for their mental well-being and can reduce the stress of modern life.
- The main reasons for having a cat are for companionship (27%) and love (31%).

Lifespan:

Cats live for 14–16 years on average. Better nutrition and veterinary care means cats are living for longer – 57% of cats live to the age of 12 or more. It is not unusual for a cat to live for 20+ years. 49% of the UK's cat population is classed as "senior" (eight years of age or more).

Nutrition:

A cat's sense of taste is around 200,000 times greater than that of a human's. Cats are true carnivores and must be fed a high-quality protein in order to stay healthy. They should not be fed a vegetarian diet.

Reproduction:

An adult female cat can have up to three litters a year with five or six kittens in each litter. In just five years, a female cat and her offspring can be responsible for 20,000 descendants.

Neutering:

Neutering is the only sensible way to reduce the UK's unwanted and stray cat population. Neutered cats are less likely to defend their territory. Fewer fights mean they are also less likely to catch feline diseases. Neutered cats wander less and therefore reduce their chances of injury or death through involvement in a road traffic accident.

Vaccinations:

Cats should be vaccinated against cat 'flu and other viruses. This will help keep them protected when they meet other cats and go outside.

Microchipping:

A microchipped cat is more likely to be reunited with its owner should it become lost. A vet inserts the microchip, which is smaller than a grain of rice, under the cat's skin. The chip contains the name and address of the cat's owner. Microchipping is better than a cat wearing a collar as a collar can fall off, or even cause injury to the cat.

Every year, we create over 3,500 happy endings by reuniting lost cats and their owners.

COSTS OF KEEPING A CAT:

One-off costs:

| | |
|-----------------------------|--------------|
| Neutering and microchipping | £85 for both |
| Carry basket, litter tray | £17 |

Annual costs:

| | |
|-----------------------|---------------------------|
| Vaccinations/boosters | £60 for a course |
| Pet insurance | Average figure of £86 p/a |

Other:

| | |
|-----------------|----------------------|
| Food and litter | Min of £20 per month |
| Cattery fees | From £6 per day |
| Treats/toys | From £5 per year |

Sources of information:

The Pet Food Manufacturers' Association (PFMA) website. www.pfma.com
Whiskas '12 Lives of a 21st Century Cat' Report 2005.
Cats Protection surveys and information.

Cat fact: All cats need exercise. You can protect your family's furniture by making a scratching post and providing them with toys

General Teachers' Notes for KS1 and 2 Activities

The following ideas for activities could be used with any of the stories.

Design Technology

- Design and make a cat mask. Use the masks for role-play based on any of the stories.
- Design and make a toy for one of the story cats.
- Design and make a non-fiction pop-up book on caring for cats.
- Design and make cat carriers for toy cats.
- Design and make a poster seeking owners for cat adoption centre cats. Discuss the types of people who might be good at caring for cats.

Art

- Print patterns based on a cat's paw print.
- Make pictures of the story cats in a range of media including pencil, paint, pastel, charcoal and collage.
- Use clay to create models of the story cats.
- Research illustrations of cats in picture books. Create new cat pictures for a favourite picture book that has a cat as a central character.

ICT

ICT can be used to support many of the activities related to word and sentence-level work as well as in creating new stories and poems. Also:

- Use spreadsheet and charting software to create and present graphs or charts.
- Use spreadsheets to sort data and find average, range, etc.
- Visit websites to find out more.

- Use a word processor to write new poems, plays and stories and to create displays and presentations.
- Create a cat dictionary explaining all the cat expressions, for a class display or website.
- Use hand-held PCs to record class survey data or cat data from home.
- Create synonym/antonym dictionaries.
- Use tables in a word processor to sort words.
- Use a word processor to convert a story into a play, formatting the text for lines, actions and stage directions.
- Research the cat facts on the poster.

PSHE & Citizenship

The activities can lead into a discussion of the role charities play in our society; ask pupils to consider why they exist and how they contribute to communities.

It is important that pupils do not think the existence of charities is simply a good or bad thing. Charities fulfil an important role in a variety of ways. They act as a channel for people's individual philanthropy, combining many small efforts into something larger and more potent as a source of change and improvement. They tap into the huge energies of people who have personally been touched by issues or who care deeply about them, often providing the best form of support and advice, borne out of personal experience. Through local groups they can also offer the most effective framework for action "on the ground" in many cases. For example, Cats Protection provides an effective local service through its extensive network of volunteers.

Pupils can consider:

- What is a charity?
- Why do we have charities?
- What other charities can they name?
- What is a volunteer?
- Why do people volunteer?

Citizenship is about personal action. Pupils should understand that they can support charities by, for example:

- Donating money
- Donating goods for sale
- Giving time to become locally involved
- Collecting on the charity's behalf
- Spreading the charity's message to friends and family
- Buying goods that benefit the charity, such as cards, commercial tie-ins, etc.

And, importantly...

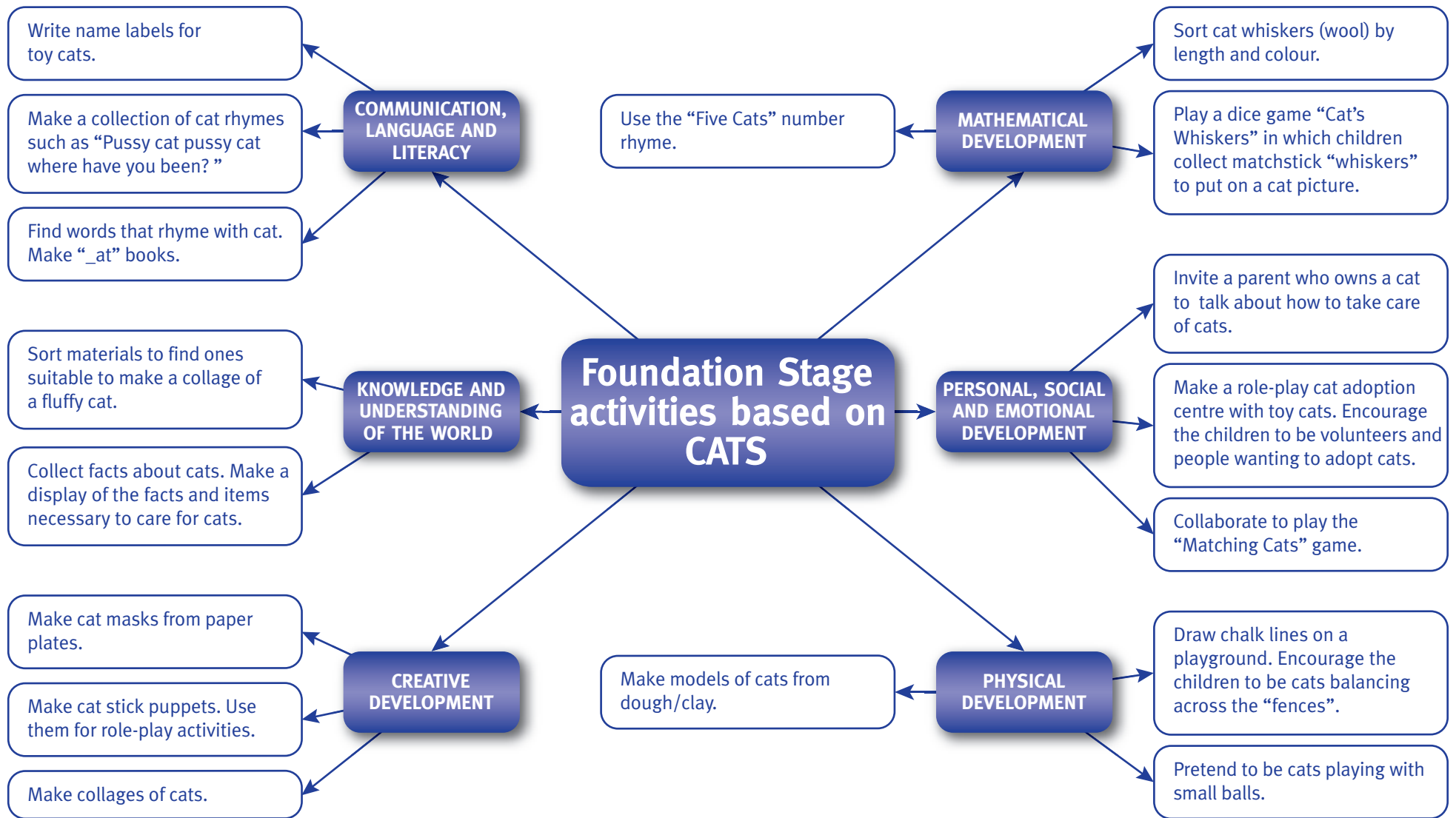
- Behaving in ways that prevent the need for the charity to intervene!

Science

- Compare the facts about cats from the poster with humans.
- Use the Internet to research "cats' eyes" on roads. Investigate which materials would be suitable to reflect light.



Teachers' Notes – Activities for the Foundation Stage



Teachers' Notes – Activities for the Foundation Stage

Matching Cats game suggestions:

The pictures can be used for a variety of activities:

- Make two copies of the pictures. Laminate them and cut them into separate cards. Use them for a pairing game.
- Use the pictures to play “I spy a cat who is...” Give clues by appearance, what the cat is doing and where the cat is placed.
- Count the cats.
- Make up stories about the cats.
- Pretend the cats are in a cat adoption centre. Which cats would children like for pets? How would they care for them?

Five Cats rhyme

Five cats are purring (five children crouching as cats)
While eating bowls of fish.
It's good in the adoption centre
But each cat has a wish,
For (child's name) to choose one
To be his/her own pet. (Child selects a cat)
How many cats now have
Not got owners yet?

Cat's Whiskers games instructions:

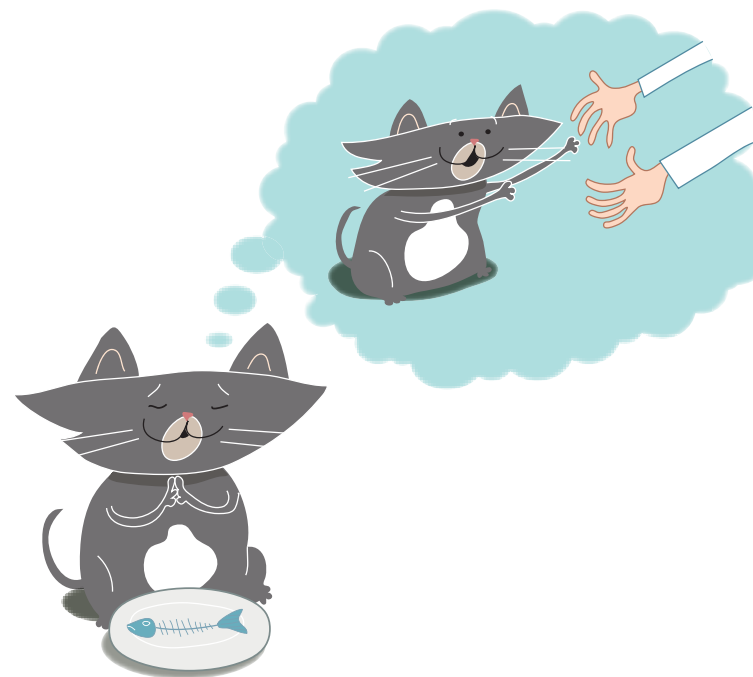
You will need a die and ten matchsticks.

Game 1

Roll the die and place that number of whiskers on your cat.
You finish when your cat has exactly ten whiskers.

Game 2

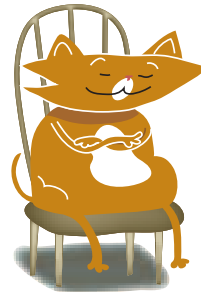
Place ten whiskers on the cat.
Roll the die and remove that number of whiskers.
The game finishes when the cat has no whiskers.



Cat's Whiskers Game: Pupil sheet

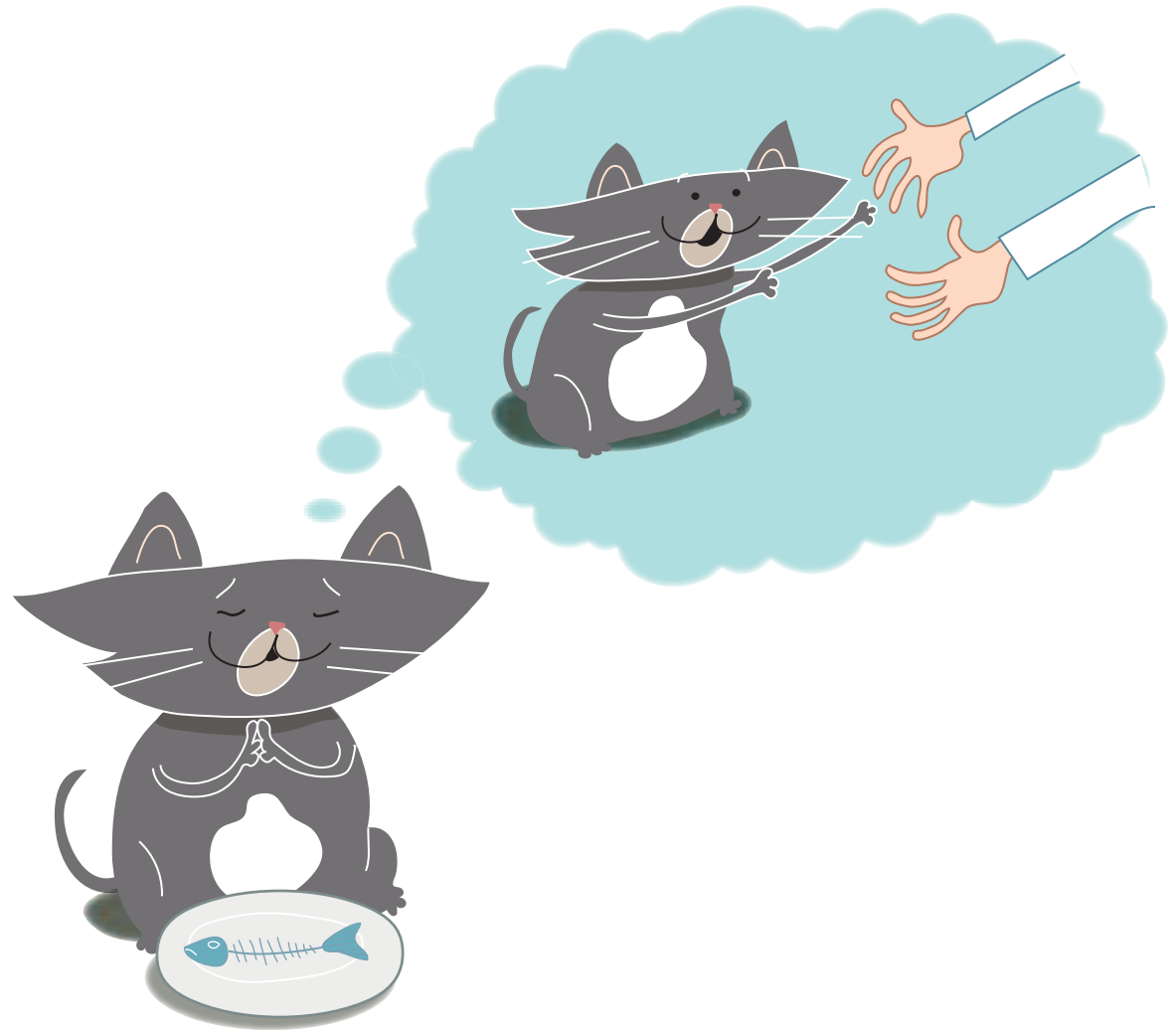


Matching Cats Game: Pupil sheet



Five Cats: Pupil sheet

Five cats are purring
While eating bowls of fish
It's good in the adoption centre
But each cat has a wish,
For _____ to choose one
To be his/her own pet.
How many cats now have
Not got owners yet?



My Work: Pupil sheet



My Work: Pupil sheet



Further Information – Useful Websites

Useful links

Listed below are web addresses and phone numbers for some organisations that may be of interest to you. These are provided for your convenience only and should not be seen as an endorsement by Cats Protection. CP has no control over the websites listed and is not responsible for their content. Unless indicated these websites are UK based.

Cats Protection

Adoption centres and branches

Please visit www.cats.org.uk or call our National Helpline

National Helpline

08702 099 099 (calls charged at national rate)

Email: cp@cats.org.uk

Working with CP

Dogs Trust (Joint neutering initiative)

www.dogstrust.org.uk

020 7837 0006

Rescue and rehoming

Battersea Dogs & Cats Home

www.dogshome.org

020 7622 3626

National Animal Welfare Trust

www.nawt.org.uk

020 8950 0177 (admin only)

RSPCA Head Office

www.rspca.org.uk

0870 33 35 999

The Blue Cross Head Office

www.bluecross.org.uk

01993 822651

Scottish SPCA

www.scottishspca.org

0131 339 0222

Wood Green Animal Shelters

www.woodgreen.org.uk

Animal welfare

Feline Advisory Bureau

www.fabcats.org

0870 742 2278

International Animal Welfare Education

www.animal-education.org

PDSA Head Office

www.pdsa.org.uk

0800 917 2509

RSPCA National Cruelty and Advice Line

www.rspca.org.uk

0870 5555 999

Scottish Society for the Prevention of Cruelty to Animals

www.scottishspca.org

0131 339 0222

Ulster Society for the Prevention of Cruelty to Animals

www.marine-media.co.uk/uspca

National Animal Helpline: 028 9081 4242

Lost and found services

Battersea Dogs & Cats Home – Lost Dogs and Cats Line

www.dogshome.org

0901 477 8477 (calls cost 60p per minute)

Petlog

www.petlog.org.uk (Provided by The Kennel Club)

0870 6066751

Petsearch UK

www.ukpetsearch.freeuk.com

Regional numbers on website



Further Information – Useful Websites

Cats and people

Cat Chat

www.catchat.org

Pet Advisory Committee

www.petadvisory.org.uk

Pets As Therapy

www.petsastherapy.org

08702 401239

Society for Companion Animal Studies

www.scas.org.uk

01993 825597

Pet sector

Intervet UK Pet Diabetes website

www.pet-diabetes.co.uk

01908 685685

National Pet Week

www.nationalpetweek.org.uk

020 8370 3688

Pet Care Trust

www.petcare.org.uk

08700 624400

Pet Food Manufacturers' Association

www.pfma.com

020 7379 9009

Pet Health Council

www.pethealthcouncil.co.uk

020 7255 5408

Behaviour

Association of Pet Behaviour Counsellors

www.apbc.org.uk

01386 751151

