

Subject: Science Year1: Comparing Animals (classification)

NC/PoS:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Prior Learning (what pupils already know and can do).

Know there are different types of animals that live in different places. Reflect on animals encountered on the Reception trip to the farm/zoo.

Recap prior learning from [Science, Year 1, Sensitive bodies](#)

End Goals (what pupils MUST know and remember)

- Know the animal kingdom is classified into fish, amphibians, reptiles, birds, and mammals
- Know a carnivore feeds on other animals, examples are fox, shark, crocodile, frog, owl
- Know an herbivore feeds on plants, examples are cows, pigeon, tortoise, parrotfish
- Know an omnivore feeds on both animals and plants, examples are lizards, bears, yellow-legged frog, crow, goldfish
- Know five of the senses are associated with the following: hands-touch; nose-smell; mouth-taste; eyes-see and ears-hear
- Name examples of fish: trout, salmon, cod, plaice
- Name examples of amphibians: frog, newt, toad
- Name examples of reptiles: lizard, snake, turtle, alligator
- Name examples of birds: sparrow, blackbird, robin, chicken
- Name examples of mammals: humans, dog, rat, bear
- Know animals can be warm or cold blooded

Key Vocabulary: group, classification, animal kingdom, amphibians, reptiles, birds, fish and mammals, omnivore, herbivore, carnivore, meat, plants and leaves, fruit and vegetables, warm blood, cold blooded

Session 1:

Use resources from Kapow Lesson 1: Animal Groups

Review prior learning

What animals can you find at a farm and a zoo? Name body parts and the five senses.

LO: To identify and group animals.

Use the **Attention Grabber**, each child will need one pre-cut picture card from the *Resource: Animal picture cards*

In the **Main Event** section watch the *Pupil video: Animals, animals everywhere*. Ask the class to watch closely and call out the names of any animals they recognise. Draw out the different animal groups through discussion with the children. Using their picture cards children sort their animals into 5 different hoops: birds, fish, mammals, reptiles and amphibians. Use the *Presentation: Animal groups* to discuss:

- **What do the animals have in common?**
- **To which group do the animals belong?**

Complete the adult-led activity. Focussing on the following:

- **What features does the animal have?**
- **How do you know the animal belongs to that group?**
- **What is similar about these animals?**
- **What is different about these animals?**

Keep all copies of the *Resource: Animal picture cards* in a safe place to use in [Lesson 2: Describing animals](#).

## Session 2:

Use resources from Kapow Lesson 2: Describing Animals

Recap and recall: Go over the five animal groups.

LO: To describe a variety of animals.

- Fish – have a backbone, gills and fins
- Amphibians – have moist, scale less skin that absorbs water and oxygen
- Reptiles – have tough scales and efficient lungs for breathing air.
- Birds - have a light skeletal system and muscles to help it fly.
- Mammals – have hair or fur, female produce milk for their young

Which ones are warm/cold blooded?

Cold blooded: do not have a constant body temperature but instead take on the temperature of their environment e.g. fish, reptiles and amphibians

Warm blooded: animals maintain a constant body temperature e.g. mammals and birds

Use the *Main Event* section and the *Pupil video: Animal groups* to look at similarities and differences between **mammals/ birds/ reptiles/ amphibians/ fish**.

Ask the pupils to choose three animals to draw in their books and write sentences (in the first person) to describe their features. For example, I have dry, scaly skin; I have sharp teeth; I have four legs and a tail (crocodile).

Display the *Presentation: What am I?* and explain that you will read another animal riddle, revealing one line at a time. Invite the children to guess the animal after each line.

Vocabulary: amphibian, bird, body, compare, fish, mammal, reptile

## Session 3: Use resources from Kapow Lesson 3: Comparing animals

Recap and recall: Use the *Presentation: Concept cartoons* to recap knowledge and understanding of animal groups.

LO: To compare the features of animals

Use the *Main Event* section and give the children six animals from the *Activity: Comparing animals* and sort them into **reptiles** and **mammals** by choosing one animal group each.

Independent task:

1. Children can draw or stick their chosen three animal images in their books.
2. Draw a circle around them to form a group.
3. Label the similarities the animals share. (For example, reptiles: dry, scaly skin, etc.)
4. Below the images, write sentences describing their differences. (For example, the turtle has flippers and a shell; the snake has no legs; the crocodile has sharp teeth.)

NB- You do not need to complete the Animal body parts activity.

Vocabulary: amphibian, bird, compare, differences, feature, fish, group, mammal, reptile, similarities

Session 4: Use resources from Kapow Lesson 4: Carnivore, herbivore or omnivore?

- Recap and recall: **What similarities do all animals share?** (Most have eyes, mouths and body coverings and share characteristics like movement and growth.)
- **What differences do animals have?** (Body parts such as a tail, wings, a shell or scales and characteristics such as laying eggs, being able to fly or living underwater.)

LO: To identify animals that are carnivores, herbivores and omnivores.

Use the presentation from the *Attention Grabber*: 'What do they Eat?'

Use the *Main Event* section to investigate animal diets.

You can model how to research using one of the *Animal Diet fact sheets*; this can be displayed on the board and any confident readers could have their own copy to help find facts.

For the independent task children group animals by writing/drawing or sticking pictures into relevant group/list.

Use the *Wrapping Up* section to discuss: **Are humans carnivores, herbivores or omnivores?** and work through the *Presentation: Guess the animals*.

Vocabulary: group, classification, animal kingdom, herbivore, carnivore, omnivore

Session 5:

Recap and recall: Ask the children to 'Think, Pair, Share' the names of 3 mammals, 2 fish and 1 bird.

LO: To know that nocturnal animals are active at night.

Watch [Nocturnal animals and birds - BBC Teach](#)

Use the clip to research and gather information about nocturnal animals. Look at any adaptations e.g.

Why do you think owls' eyes are so big?

Consider any clues as to which animals may be carnivores, herbivores or omnivores and why they sleep during the day and come out/hunt at night.

Now watch And [Different adaptations between nocturnal and diurnal animals and birds - BBC Teach](#)

and highlight the differences between nocturnal and diurnal animals.

In their books children can list/draw/group nocturnal and diurnal animals.

Vocabulary: nocturnal, diurnal, adaptation

Week 6:

Recap and recall: Ask the children to 'Gimme 5'. Children should try and name 5 nocturnal animals followed by 5 diurnal animals using the fingers on each hand.

LO: To know that animals can be grouped in different ways

Using all the knowledge the children have gained throughout the unit, children choose ways to group animals. They can create groupings of their own 'animals that can be kept as pets', 'animals you might find in a zoo' or use ready-made categories 'omnivores', 'nocturnal'.

Some of the children could create Venn diagrams to develop understanding that some animals may fit into both groups, show them how the hoops can be overlapped to allow animals to be placed in the middle.

Children must choose 2 categories to draw/stick/list in their books.

Link to career:

Zoologist, Zookeeper

Scientists who have helped develop understanding in this field: Carl Linnaeus