

# Year 1 Science – Classifying Animals

## National Curriculum

Identify and name a variety of common animals including fish, reptiles, amphibians, 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.)

## Vocabulary

Local environment

Habitat

Animals

Omnivore

Herbivore

Carnivore

Amphibians

Mammals

Reptiles

Birds

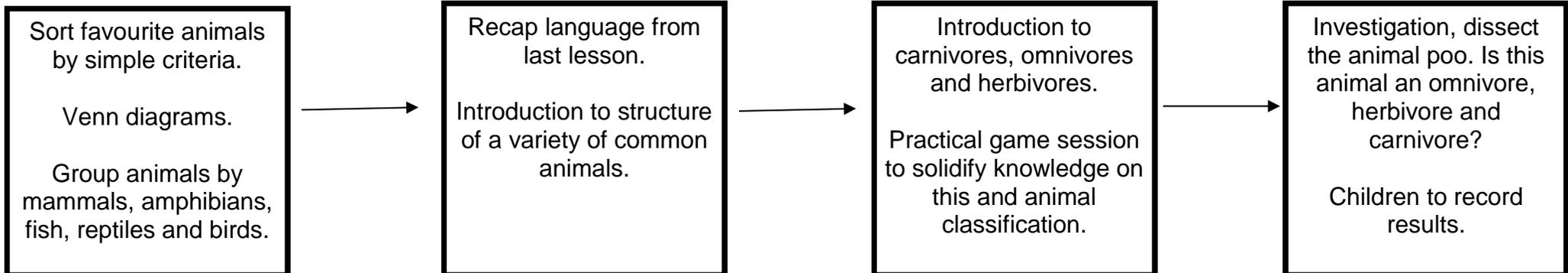
Compare

Contrast

Fish

Identify

Group



## Medium Term Planning

Year Group: 1

Term: Summer 1

Topic: Animal classification

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can identify, name and group animals.	<p>Input - Ask children to work in pairs to generate a question that can be asked about animals. Teacher to write on sugar paper. Choose one question and work with the children to turn it into a simple set of criteria by which to sort the animals. For example, 'does the animal have fur?' becomes 'animals that have fur/ animals that do not have fur'.</p> <p>Two hoops to be placed on the table as a Venn diagram (teacher to explain if necessary). Give children post it notes to write their own criteria (labels for the hoops e.g. fur/ no fur) then draw their own animals to group on the Venn on separate post it notes. Explain to adult how they have grouped the animals. Swap with another group to use different set of criteria.</p> <p>Show YouTube video – animal classification song/ science music videos for kids (B.R.A.M.F). Create a list of animals for each classification to display.</p>

Session 2	<p>I can describe and compare the structure of a variety of common animals.</p>	<p>Recap language from last lesson (re-watch B.R.A.M.F YouTube video) and discuss list of animals created last lesson.</p> <p>Five pieces of sugar paper to be put around the room labelled with birds, reptiles, amphibians, mammals and fish. Children to first get an animal from the middle then place in the correct group. Class teacher to talk through any misconceptions that have occurred from this.</p> <p>Children to then write words on post-it notes that relate to the structure of the animals they have just grouped e.g. scales, gills, fur, feathers, hair etc. discuss how some of these words can go in multiple categories and stick them on the posters (use for working walls).</p> <p>Give children obscure animals that children will not have seen before. Children to label them and then come back and explain why they have chosen to classify them in the way they have.</p>
-----------	---	---

Session 3

I can identify animals that are carnivores, herbivores and omnivores.

Input on carnivores, herbivores and omnivores. What do we eat at home? What do your pets eat? When classifying animals we use carnivores, herbivores and omnivores. Explain the difference between the three.

Practical game session to cement key knowledge of vocabulary. Games to include:-

- 1) Take children outside and put them in a circle. Label children according to B.R.A.M.F e.g. bird. Teacher says a statement such as 'This type of animal lays eggs'. Children who meet this criteria e.g. birds move to a space opposite them in the circle.
- 2) 60 seconds to write as many mammals as you can. Repeat with other B.R.A.M.F classifications.
- 3) Three hoops to be placed on playground for each classification (carnivores, omnivores and herbivores). Teacher to say a statement such as 'I am a giraffe where would I eat?' Children go to the correct hoop and stand by it.
- 4) Children to play Duck, duck, goose/ omnivore, herbivore and carnivore game. One child to walk around the circle saying omnivore, carnivore, herbivore. The person they pick has to name an animal that correlates to their group. Child to then run around the circle and try and catch the picker.

Session 4	<p>I can investigate using my knowledge of carnivores, herbivores and omnivores.</p>	<p>Investigation, dissect the animal poo. What can you see? What can you assume about the animal who made this by looking at the clues? How do you know? Is this animal an omnivore, herbivore and carnivore? Discussion based on this. Do children have any statements that agree, build on or disagree with each other to continue the discussion?</p> <p><b>Children to record results in books e.g. write a statement for each poo to explain what type of animal they think made it e.g. carnivore, omnivore or herbivore and chose an animal that it could have been.</b></p> <p><b>Children to be made aware this is not real poo and that they should not touch the real stuff.</b></p>
-----------	--	---

## Impact

Children can name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Children can group animals according to features.

Children can name and know the difference between carnivores, omnivores and herbivores.

Children will be able to describe and compare animals.