

KS1

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SCIENCE (PRE-VISIT)

## Science programmes of study: National curriculum in England (September 2013)

### Year 1 Pupils should be taught to:

- 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)
- (non-statutory) Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.
- (non-statutory) Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

ANIMAL  
IDENTIFICATION

### Year 2 Pupils should be taught to:

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- (non-statutory) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

### Learning Objectives (children will be taught to):

- group animals according to their features.

### Learning Outcomes (children will be able to):

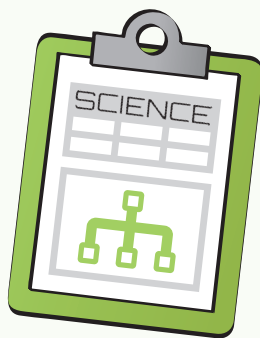
- group animals into a variety of different categories.

### Lesson Plan

Activity	Resources
<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>• Give children images of many different animals including birds, fish, amphibians, reptiles, mammals and invertebrates. Explain that we can group animals according to their features. Ask children to discuss how they might group the animals provided. Allow children to explore sorting animals and discuss how they decided to sort eg. four legs, wings etc.</li> <li>• Ask the children in small groups to sort the animals into the different categories that they have come up with.</li> </ul>	<p><b>Resource 1</b></p> <p>Images of a range of different animals</p>



<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Explain that scientists use special categories to sort animals. Teach children the words amphibian and mammal as two examples of animal groups. Give lots of examples of each, explaining why they are a mammal or amphibian. Ask the children to sort their images of animals into these two scientific categories in their groups.</li> <li>• Ask the children what group a horse comes into – reinforce that a horse and donkey are both mammals.</li> </ul>	<p><b>Resource 2</b> Definition of the words amphibian and mammal</p>
<p><b>Short Activity</b></p> <ul style="list-style-type: none"> <li>• Ask the children to sort their images of animals into the two relevant categories on a worksheet (see resource 3).</li> <li>• Ensure the children know which category a horse is in.</li> </ul>	<p><b>Resource 3</b> Matching the animal with the category</p>
<p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Mammals can also be grouped into families for example the 'cat' family – lions, tigers, leopards, jaguar etc...</li> <li>• Reinforce that a donkey and horse come from the same family of mammals (equine) – can the children think of any other animals that are in the same family? (mules, zebras).</li> <li>• Species from this family are identified best by their long skulls, stocky bodies, manes on their neck, and the presence of hooves on all four feet.</li> </ul>	<p>Internet access</p>





Bransby Horses, Bransby, Lincoln, LN1 2PH | [www.bransbyhorses.co.uk](http://www.bransbyhorses.co.uk) | [mail@bransbyhorses.co.uk](mailto:mail@bransbyhorses.co.uk) | 01427 788464

 Bransby Horses - Rescue and Welfare  @BransbyHorses  BransbyHorses

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