

### Prior learning

Year R – Farm animals, Minibeasts and their habitats.

The life cycle of a butterfly.

National Curriculum - Pupils should be taught to:

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.

### Vocabulary

- Animals – humans, mammals, birds, reptiles, fish, amphibians.
- Features - hair, legs, wings, beak, feathers, scales, tail, gills, fins, skin.
- Criteria - Venn diagram, sorting
- Food – carnivore, herbivore, omnivore.

### Snapshot overview

#### Name and Identify Animals

Name some common birds and fish and describe the key features of them.

#### Name and Describe the key features of an animal

Name some common mammals and describe the key features of them.

#### Compare and Describe Animals

Sort animals based on chosen criteria using Venn diagrams.

#### Sort and Categorise Animals

Sort common animals into their classification (birds, mammals, reptiles, fish, amphibians).

#### Identifying diets of common animals.

Carnivores, herbivores and omnivores.

#### Sort and Categorise animals.

Sort animals into carnivores, herbivores and omnivores and be able to explain what this means.

## Medium Term Planning

**Year Group:** Year 1    **Term:** Spring 2    **Topic:** Animal Classification

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key learning
Session 1	I can name and describe the features of some common animals.	<p style="text-align: right;">Introduce</p> <p>new topic and key vocabulary.</p> <p>Show children image of a human and record key features of a human. Explain that we will be finding out about key features of other animals.</p> <p>Teach: Birds and Fish.  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a></p> <p>Show children images of different types of birds and fish. Children to name common birds and fish.            Discussion points: what do all birds have in common? (wings, feathers etc). What do all fish have in common? (scales, gills, fins etc).</p> <p><b>Activity: (No Book Work)</b>            Split children into groups with sugar paper &amp; an image of a type of fish or bird (each group to have a different animal). In groups record key features of given animal.</p>	<p>Pre-teaching of new vocabulary for children who are emerging/EAL.</p> <p>Extension challenges:            Can you think of any other animals that have these features?            Why do animals need these features?</p> <p>WATCH:  <a href="https://sdzsafaripark.org/live-cameras">https://sdzsafaripark.org/live-cameras</a></p>	<p>Name some common animals.</p> <p>Describe at least 2 of the features of a bird or fish.</p>

		Bring children back together & share the key features of the animals that they were given. (Keep for next lessons)		
Session 2	I can name and describe the key features of an animal.	<p>Recap previous learning and key vocabulary.</p> <p>Recap features of birds/fish by playing 'what am I?' game. Teacher to have an image of an animal that the children cannot see. Teacher to give the children clues such as 'it has feathers' 'it has a beak'. What animal could I be?</p> <p>Teach: Mammals  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a>  Show children images of different mammals and teach children key facts to be able to identify mammals. Make sure children know that humans are mammals and be able to explain why.</p> <p><b>Activity - In Books:</b>  Children to draw or be given image of a mammal. Children then to describe the features of their chosen animal.</p> <p>For example:  'It is a lion'.  'It has 4 legs'.  'It has a tail'.</p> <p>WATCH: <a href="https://sdzsafaripark.org/live-cameras">https://sdzsafaripark.org/live-cameras</a></p>	<p>Pre-teaching of vocabulary for children who are emerging/EAL.</p> <p><b>Early finishing activity –</b>  Children to draw an animal of their choice &amp; label key features of them on paper.</p>	<p>Name some common animals.</p> <p>Describe at least 2 features of a mammal.</p>

<p>Session 3</p>	<p>I can compare and describe animals.</p>	<p>Recap previous learning and key vocabulary.</p> <p>Recap features of animals by playing 'What am I?' game with birds, fish and mammals.</p> <p>Teach – Reptiles.  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a>  Show images of variety of common reptiles. Children to name &amp; learn some basic facts about them.</p> <p>Sorting into criteria:  Explain that we can sort animals into different criteria (things that animals do/do not have in common).  Demonstrate sorting into criteria practically with the children ie has brown hair/does not have brown hair etc.</p> <p><b><u>Activity – NOT in books</u></b></p> <p>In groups demonstrate practically sorting images of animals into a venn diagram using given criteria – has scales/does not have scales, has 4 legs does not have 4 legs etc.</p> <p>With children, record a list of criteria that can be used the following day -</p> <ul style="list-style-type: none"> <li>• Has legs/does not have legs</li> <li>• Has scales/does not have scales</li> <li>• Has wings/does not have wings</li> <li>• Has a tail/does not have a tail.</li> <li>• Has hair/does not have hair.</li> </ul>		<p>Name some common animals.</p> <p>Describe at least 2 features of an animal.</p>
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<p>Session 4</p>	<p>I can compare and describe common animals.</p>	<p>Recap previous learning and key vocabulary.</p> <p>Recap features of animals by playing 'What am I?' game with birds, fish, mammals and reptiles.</p> <p>Teach – Amphibians.  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv">https://www.bbc.co.uk/bitesize/topics/z6882hv</a>  Show images of variety of common Amphibians. Children to name &amp; learn some basic facts about them.</p> <p>Recap how animals can be sorted into criteria using Venn diagrams.</p> <p><b>Activity – In books:</b></p> <p>Children to choose their own criteria/or be given criteria (refer to list made in previous lesson) and sort animals based on their criteria into a venn diagram.</p>	<p>Pre-teaching of vocabulary for children who are emerging/EAL.</p>	<p>Name common animals.</p> <p>Describe at least 2 features of an animal.</p>
<p>Session 5</p>	<p>I can sort animals into</p>	<p>Recap previous learning and key vocabulary.</p>	<p>p</p>	<p>Name some common animals.</p>

	their classifications.	<p>Recap features of animals by playing 'What am I?' game with birds, fish, mammals, reptiles and amphibians.</p> <p><b>Activity – In books:</b>  Children to have a set of pictures of common animals.  Children to sort the animals into their classifications under the headings 'birds, fish, mammals, reptiles and amphibians'.  <i>Teacher/TA scribe – can children describe features of 1 animal classification? (fish, birds, amphibians, reptiles) How do you know an animal fits into this category?</i></p>		Identify at least 1 bird, 1 fish, 1 mammal, 1 reptile and 1 amphibian.
Session 6	I can describe what a carnivore,	<p>Recap previous learning and key vocabulary.</p> <p>Recap features of animals by playing 'What am I?' game.</p>	Pre teaching of key vocabulary for children who are emerging/EAL.	Describe what a carnivore, herbivore and omnivore eats.

	<p>herbivore and omnivore is.</p>	<p>Discuss what humans and animals need to survive.  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfbntrd">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfbntrd</a></p> <p>Introduce key vocabulary – carnivore, herbivore and omnivore.          Watch: <a href="https://www.youtube.com/watch?v=6Xvi6ejc_9g">https://www.youtube.com/watch?v=6Xvi6ejc_9g</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9g">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z96vb9g</a></p> <p><b>Activity – Not in books</b>          In groups children to sort pictures of animals into whether they are carnivores, herbivores or omnivores.</p>		
<p>Session 7</p>		<p>Recap previous learning and key vocabulary.</p>		

	<p>I can categorise animals.</p>	<p>Recap what humans and animals need to survive. <a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfbntrd">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zfbntrd</a> and key vocab carnivore, herbivore and omnivore. Watch: <a href="https://www.youtube.com/watch?v=6Xvi6ejc_9g">https://www.youtube.com/watch?v=6Xvi6ejc_9g</a></p> <p><b>Activity in Books:</b></p> <p>Children to draw 3 animals in their books, 1 carnivore, 1 herbivore and 1 omnivore. Children to label their pictures with the name of the animal, it's classification and whether it's a carnivore/herbivore or omnivore. <b>Children to record independently or TA/Teacher to scribe meaning of carnivore, herbivore and omnivore.</b></p>	<p>Recap of key vocabulary for emerging/EAL children.</p>	<p><b>Identify 1 carnivore, 1 herbivore and 1 omnivore.</b></p> <p><b>Explain what a carnivore, herbivore and omnivore eats.</b></p>
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Impact statements:

- To name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- To describe the features of some common animals.
- To compare animals based on criteria
- To sort some common animals into their classifications.
- To identify some common animals that are carnivores, herbivores and omnivores and explain what they eat.