














Animals Including Humans: Observing Animals

Aim Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identifying and classifying. To identify and name some common animals.		Lesson Duration All timings are approximate. 
Success Criteria I can name some common animals. I can name the groups of animals including fish, mammals, birds, reptiles and amphibians. I can identify what groups animals belong to.		
Standard School Equipment Camera (if required) Pencils Clipboards	Preparation Animal Groups Key – per pair Observing Animals Activity Sheet – per child/pair Reasoning Cards Observing Animals - as required	
Key Vocabulary Animals, birds, reptiles, mammals, amphibians, fish, observe, identify.		

Prior Learning: In EYFS, children will have had the opportunity to make observations of animals and will know about similarities and differences in living things.

Learning Sequence

	Remember It: Ask the children if they know what an animal is. Make a note of their ideas and address any misconceptions. Show the children the photographs on the Lesson Presentation . Can the children spot and name the animals in each picture?	
	Different Types of Animals: Use the Lesson Presentation to introduce the different animal groups and some of the names of animals to the children, asking them to discuss the questions on each slide in pairs. Can children name the groups of animals and can they identify animals from different groups?	
	Animals All Around Us: Ask the children to discuss the questions on the Lesson Presentation and think about where they might see different types of animals.	
	Observing Animals: Take the children outside to observe the types of animals in their local environment. Use the Animal Groups Key and Observing Animals Activity Sheet to help them to record their answers. You may wish to take a camera to photograph any animals the children don't know the names of. These could then be used for further research. Can the children name some common animals in their local area? Can they identify what animal group they belong to?	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>As a group, use the Animal Groups Key to help identify the animals around. Children verbally name the animal (if they can) and the group the animal comes from. Adult addresses any misconceptions that arise.</p> </div> <div style="width: 45%;">  <p>Children observe the animals in the local area. They name the animals they see and what animal group they belong (if they can) to on the Observing Animals Activity Sheet. They can use the Animal Groups Key to help them.</p> </div> </div>	
	Answering Questions: Recap the animal groups the children thought they might see in the local area. Which animal groups did you see? Where did you see them? Which animal groups did you not see? Why do you think this is? Use the last slide of the Lesson Presentation to help the children to sum up their findings by completing the statements. Can children name and identify groups of animals that they saw in their local area?	

Explore it Research it: Children use secondary resources to find out more about the animals they have seen around school. Design it: Children design a poster explaining to visitors what animals they might see around the school. Observe it: You may wish to arrange for a company specialising in bringing animals to the classroom to visit to allow the children to observe the animals close up.
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Reasonit

Children discuss **Reasoning Cards Observing Animals**. Children explain the animals they would expect to see and not see in the school setting described.

Assessment

Scientific Knowledge	
Working Towards the Expected Level Children can name some common animals including fish, amphibians, reptiles, birds and mammals.	Children:
Working At the Expected Level Children can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Children:
Working At Greater Depth Children can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and recognise the group the animal belongs to.	Children:
Working Scientifically	
Working Towards the Expected Level With support, children observe and identify animals in the world around them. With help, they sort and classify them into simple groups.	Children:
Working At the Expected Level Children observe and identify animals in the world around them. With a support resource, they sort and classify them into simple groups.	Children:
Working At Greater Depth Children independently observe and identify animals in the world around them. With minimal support, they sort and classify them into simple groups.	Children: