










Animals Including Humans: Sorting Animals

Aim Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying. To sort animals according to criteria.		Lesson Duration All timings are approximate.	
Success Criteria I can identify different animals. I can describe similarities and differences between animals. I can choose ways to sort the animals.			
Standard School Equipment Sorting hoops Individual whiteboards		Preparation Animal Photographs – per pair/group Sorting hoops – per pair/group Sorting Animals Activity Sheet – per child (if the children are using this for recording their sorting, they will require 3-4 copies of the first page) Animal Diets – as required Incomplete Knowledge Organiser – per child Reasoning Cards Sorting Animals - as required	
Key Vocabulary Diet, structure, features, mammals, fish, birds, reptiles, amphibians, sort, legs, skin, hair, feathers, scales			

Prior Learning: During this topic, the children have learnt animal groups, animal diets, the parts of the human body and the human senses.

Learning Sequence

	Remember It: Children recap learning from this topic by discussing which statements are correct on the Lesson Presentation . Allow children time to reason and discuss their ideas with a partner.	
	Animals All Around: Show children the animals on the Lesson Presentation . Give children a few minutes to discuss what animals they can see and ask key questions from the Lesson Presentation . Once children have had the opportunity to discuss their ideas, ask selected children to feed back some of their ideas for each question. Can the children identify animals and explain the ways they are similar and different?	
	Grouping Animals: Show children the first set of animals on the Lesson Presentation and ask them to work with a talk partner to sort animals according to the criteria. They can write or draw these on individual whiteboards. Ask children to explain their ideas for sorting. Do their groups meet the criteria? Repeat with the next criteria. Then, ask the children to work in pairs to find a new way to sort the animals. Explain to children that the animals in each group must have something that is the same (for example, they are all birds, all herbivores, they all make loud noises, they all have soft coats, etc.) but the children can choose how to sort them. Children explain their ideas. These can be added to the working wall. Can the children sort animals into groups according to a given criteria? Can the children choose their own criteria for sorting the animals?	
	Sorting: Children work in pairs or small groups to sort the images of the animals according to their own criteria. When choosing their own criteria, children will explain either in writing or verbally why they have chosen to sort the animals in this way. All Groups: Children use the Animal Photographs to choose their own ways to group the animals into sorting hoops. The list of Animal Diets is provided to support children who wish to sort by diet. Children could also use the eBook or other secondary sources as needed to help them with their sorting. Children's sorting could be photographed or they could record their groups on the first page of the Sorting Animals Activity Sheet . Challenge: Children to look at the groups of animals on the Sorting Animals Activity Sheet and explain why they have been grouped together. At the end of the activity, spend 5 minutes asking children for their sorting criteria. Can the children choose their own way of sorting the animals based on their knowledge of Animals Including Humans?	



What Do We Know? Children complete the **Incomplete Knowledge Organiser** to demonstrate what they know.



Explore it

- Draw it:** Children create a poster about their favourite animal or groups of animals, explaining the features and what they like about this group.
- Create it:** Children create their own animal and draw or create a collage of it. Once they have designed their animal, they decide what it would eat and which animal group it would belong to on the basis of its features.

Reason it

Children discuss **Reasoning Cards Sorting Animals**. Children sort the given animals into groups of their choice. They explain why they sorted them this way and then see how many ways they can find to sort them.

Assessment

Scientific Knowledge

Working Towards the Expected Level	Children:
Children can identify and name some animals.	
Working At the Expected Level	Children:
Children can identify a variety of common animals.	
Working At Greater Depth	Children:
Children can identify a wide range of common animals.	

Working Scientifically

Working Towards the Expected Level	Children:
With support, children use simple sorting diagrams to sort and classify objects (animals) into simple groups (with ideas for these given if needed).	
Working At the Expected Level	Children:
Children use simple sorting diagrams to sort and classify objects (animals) into simple groups of their choice and are beginning to explain why they have sorted them this way.	
Working At Greater Depth	Children:
Children independently use simple sorting diagrams to sort and classify objects (animals) into simple groups of their choice. They can confidently discuss why animals have been sorted in a particular way.	