

















# Animals Including Humans: Animal Offspring

<b>Aim</b> Notice that animals, including humans, have offspring which grow into adults. Identifying and classifying. To match, sort and group young animals and their adults.		It is estimated that this lesson will take approximately one and a half hours.	
<b>Success Criteria</b> I can explain that different animals have different types of offspring. I can match a young animal to its adult and sort the animals into different groups. I can explain the similarities and differences between these groups.			
<b>Standard School Equipment</b> Glue sticks Scissors Sticky notes		<b>Preparation</b> Animal Offspring Picture Cards - cut up, per small group Look Like Adult - Do Not Look Like Adult Labels' - cut up, per small group Animal Offspring Word Mat - * only, as required Animal Group Word Cards - cut up, as required for ** and *** Animal Offspring Challenge - ** and ***, per child Reasoning Cards: Animal Offspring - as required <b>Optional resources:</b> Knowledge Organiser - per child Sorting Animals Question Prompts - *** only, as required What Are... Animal Group Display Posters - to be added to a display/working wall - as required	
<b>Key Vocabulary</b> Adult, develop, young, offspring, live young, hatchling, hatch, larvae, eggs, carnivore, herbivore, omnivore, mammal, reptile, amphibian, fish, bird.			

**Prior Learning:** In year 1, children will have learnt to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will have identified common features in those groups.

## Learning Sequence

	<b>Remember It:</b> Using the questions on the <a href="#">Lesson Presentation</a> , recap the different animal groups studied in year 1. You may wish to also use the <a href="#">What Are... Animal Group Display Posters</a> .	
	<b>Animals at Home:</b> Children use the questions on the <a href="#">Lesson Presentation</a> to discuss the animals (pets) they or someone they know have at home. Then, take feedback from the whole class and focus on how the pet changed/did not change as it grew up. Can children identify how familiar animals change as those animals grow up?	
	<b>Animal Offspring:</b> Introduce the <a href="#">Knowledge Organiser</a> and the sections to be used during the lesson. Use it alongside the <a href="#">Lesson Presentation</a> to help children discuss their initial ideas for the question 'Do all animal offspring look like their adult when they are born?'. Highlight the meaning of 'live young' to address any misconceptions. Can children explain that different animals have different types of offspring using key scientific vocabulary?	
	<b>Grouping Animals:</b> Children match the adult to the young and then sort into the two groups given on the <a href="#">Lesson Presentation</a> . Prompt children to discuss how animals look when they are born and how they change. Discuss errors and reinforce that a young animal that is a different colour or size to the adult when it is born (e.g. a cygnet and a swan), would still be put it in the 'look like their adult' section. Then, discuss other ways in which the animals can be sorted, for example into different animal groups. Encourage children to pick out similarities and differences about the offspring types within these groups. Can children match a young animal to its adult and explain why they decided this? Can children group the animals and explain why they have classified them in this way?	

	<p><b>Sorting Animal Offspring: All groups:</b> In small groups, children match the adult animal to its young using the <b>Animal Offspring Picture Cards</b> and sort into two groups – ‘offspring looks like its adult’ or ‘offspring does not look like its adult’, using the <b>Look Like Adult - Do Not Look Like Adult Labels</b>.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="245 219 592 495"> <p> After sorting, explain to a friend or an adult how some of these animals have their young. Use the <b>Animal Offspring Word Mat</b> to scaffold their answers. Encourage children to use the correct language.</p> </div> <div data-bbox="624 219 975 528"> <p> Challenge children to sort the pairs of animals further according to their animal group. Children use the <b>Animal Group Word Cards</b> to label each group. They can then individually complete the <b>Animal Offspring Challenge</b>.</p> </div> <div data-bbox="1007 219 1358 943"> <p> Sort the pairs of animals further according to their animal group. Children use the <b>Animal Group Word Cards</b> to label each group. Can children then discuss their own criteria for sorting animals? They can use sticky notes to write their own labels and then sort the animal cards differently. You may wish to use the <b>Sorting Animals Question Prompts</b> to help children to generate new criteria for sorting. Children can then individually complete the <b>Animal Offspring Challenge</b>.</p> </div> </div>	<p> 40 mins Approx.</p>
	<p><b>Do All Animal Offspring Look like Their Adult When They Are Born?</b> Use the questions on the <b>Lesson Presentation</b> to gather children’s findings from the sorting activity and ultimately answer this question. Use the sections titled ‘Be Careful!’ to discuss times when animals do not seem to fit with their animal group. The relevant pages of the <b>Awesome Offspring to Healthy Adults eBook</b> are included at the end of the presentation to consolidate and extend learning.</p> <p><b>Can children identify and explain similarities and differences between the offspring within an animal group?</b></p>	<p> 10 mins Approx.</p>

**Explore it**

**Research it:** Use the **Awesome Offspring to Healthy Adults eBook** and suitable secondary resources to research eggs from different creatures. Children could find out which animal lays the largest egg and which animal lays the most eggs.

**Reason it**

Children discuss **Reasoning Cards: Animal Offspring**. Children apply their knowledge of animal offspring to help them group animals.

**Assessment**

<b>Science Content</b>	
<p><b>Working Towards the Expected Level</b></p> <p>Children can identify and match some animal offspring and their adult forms. With support, they can describe how the adults have their young.</p>	<p>Children:</p>
<p><b>Working At the Expected Level</b></p> <p>Children can identify and match several animal offspring and their adult forms. They can describe the main characteristics of the offspring found in different animal groups.</p>	<p>Children:</p>
<p><b>Working At Greater Depth</b></p> <p>Children can identify and match a wide range of animal offspring and their adult forms. They can describe, in detail, the key characteristics of the offspring found in different animal groups.</p>	<p>Children:</p>

<b>Working Scientifically</b>	
<b>Working Towards the Expected Level</b>	Children:
Children can sort and classify objects (animals) into simple groups with support. With guidance, they start to use scientific language to talk about their findings.	
<b>Working At the Expected Level</b>	Children:
Children can sort and classify objects (animals) into simple groups. They use scientific language to talk about their findings. They start, with support, to notice patterns and relationships between the groups.	
<b>Working At Greater Depth</b>	Children:
Children can sort and classify objects (animals) into simple groups. They confidently use scientific language to talk about their findings. They can independently notice patterns and relationships between the groups.	