

Y1 – Animal including Humans

Lesson 2

Lesson	2 of 6	Key unit question:	How can we group animals?	Key lesson question:	How are animals different?
Learning objective		NC Links		Resources	
I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.		Y1 <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) use their observations and ideas to suggest answers to questions 		<ul style="list-style-type: none"> Differentiated activity, challenge and next step activities Partner activity animal cards – cut out and ready to use 	

Teaching Input

- Recap on the five groups we learnt last lesson** (fish, birds, mammals, amphibians and reptiles) Can children name any animals and the group they belong to?
- Display a picture of a cat and a fish.** Discuss the group they belong to (mammal and fish). What do they have that is the same? What is different? Children can think about where they live, what they eat, how they move and what they look like.
- Display a picture of a snake, frog and a seagull.** Discuss the groups they belong to (reptile, amphibian and bird). What do they have that is the same? What is different? Children can think about where they live, what they eat, how they move and what they look like.
- Partner activity** – children to place all the animal cards face down on the desk sitting with a partner. Child A should select a card without showing it to Child B. Child A will describe their chosen animal without naming it. Child B will draw the animal that is described. Did they guess correctly? Then switch.
- Independent activity**
- Plenary** – True or false – All animals have four legs. Discuss with partners before discussing as a class.

Differentiated Activities

★ (working below)

Worksheet showing pictures of a clownfish and a seagull. Children to complete the sentences to show which group they belong to. Children to then write two things that are the same and two things that are different between the seagull and the clownfish.

★★★ (working at)

Worksheets showing pictures of a penguin, a shark and an elephant. Children to complete the sentences to show which group they belong to. Children to then write two similarities and three differences. Children can think about where they live, what they look like, how they move, what they eat or which animal group they belong to.

Challenge activity

Children can choose two different animals, draw them and then write two similarities and two differences. Children could use the Partner Activity Animal Cards to choose animals.

Next Step activity

Thinking question – What would happen if a bird had no wings?

Assessment questions	Self assessment	Key vocabulary
What do a ____ and a ____ both have? What are the differences between a ____ and a ____? What is the difference between a bird and a fish? What is the difference between a mammal and a bird? What group does this animal belong to?	I can describe key features of common animals. I can compare common animals. I can identify differences between common animals. I can identify similarities between common animals.	animal mammal fish bird amphibian reptile similarities differences