

Ocean Animals

Science

Year 1/2

Lesson 2 of 3

| Learning Objective | | Resources |
|---|---|---|
| To be able to identify and describe the structure of a variety of ocean animals. | | Slides Worksheet 2A/2B/2C/2D Word Cards Word Mat Picture Cards (FSD? activity only) |
| Teaching Input | | |
| <ul style="list-style-type: none"> How many animals can you remember that live in the ocean? Give children two minutes to think of as many as they can with a partner, then list some of their ideas on the slides. Show children the two animals on the slides. How many differences can you spot between these two animals? Children to think, pair, share their ideas. Remind children that all animals are different but that some groups of animals have things in common. Recap briefly the difference between mammals, fish, birds and reptiles. Show children the picture of a pike with blank labels. Do you know what each of these parts of the fish are called? Encourage children to share their ideas then go through the information on the slides. Repeat this for the other animals then go through the questions to see what the children can remember about the different functions of different animal parts, such as gills and tentacles. | | |
| Main Activity | | |
| <p><u>Lower ability:</u></p> <p>Provide children with worksheet 2A and a set of the Word Cards. Children to cut up the words and stick them into the correct spaces on the labels for each animal.</p> | <p><u>Middle ability:</u></p> <p>Provide children with worksheet 2B and the Word Mat. Children to use the words to help them complete the labels for each animal.</p> | <p><u>Higher ability:</u></p> <p>Provide children with worksheet 2B and the Word Mat. Children to use the words to help them complete the labels for each animal. When they have done this, children to answer the question on worksheet 2C to explain in their own words what some of the different parts of ocean animals are used for, e.g. gills are used so fish can breathe underwater.</p> |
| Fancy something different...? | | |
| <ul style="list-style-type: none"> Provide children in small groups with a set of the Picture Cards showing photos of a variety of different ocean animals with space around the picture for children to annotate with labels. Give children some time to think of as many labels as they can for each animal. When children have done this, tell them that they are going to see if another group thought of the same labels. One child in each group stays with their cards to explain to the others what labels they recorded. What labels did your group have that ours didn't, and vice versa? Give children some time to discuss this before sharing their findings with the rest of the class. | | |
| Plenary | Assessment Questions | |
| <p>The slides have three questions for children to consider and discuss. These questions are designed to encourage children to think about how animals (including humans) have adapted to their environment, and why some animals have certain features but not others.</p> | <ul style="list-style-type: none"> Can children describe some features of mammals, fish, reptiles and birds? Can children label various features of some different ocean animals? Can children describe the functions of these different features? | |