



<p>Topic: Animals including humans</p>	<p>Year 1 Age 5-6</p>	<p>Title: Animal classification</p>
<p>Working Scientifically Review: Identify and classify</p> 	<p>Concept Context Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores</p>	
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can the children name a variety of animals including fish/amphibians/reptiles/birds/mammals? • Can the children classify animals according to different animal groups and/or what they eat? 		
<p>Activity <i>Today we are going to be zoologists (small group – adult to scribe children’s comments)</i> Give children a small selection of pictures or plastic toys of different animals from all of the main vertebrate groups (ensure that these represent a true image of the animal). Children to identify and classify into fish, amphibian, reptile, bird and mammal and explain why they belong to that group. Prompt children to name animals and discuss their choices. Using a prepared chart or labels, children sort under the headings fish, amphibian, reptile, bird and mammal. Either take photo of classifying or stick pictures onto template.</p> <p>Using mammals only, identify one example that is a carnivore, a herbivore and an omnivore. <i>This activity can be completed as an elicitation activity at the start of the topic, then repeated to assess the progression of children’s learning.</i></p> <p>Adapting the activity Support: Sort according to 3 animal groups initially – mammal, fish and bird. Extension: How else could you sort them? What other ways? Other ideas: Children to research animals using books and internet.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • What is the same about the animals in that group? • How are they different to this group? • Why is the in that group? • Where would you put....? • How could you sort differently? • Which other animal could be in that group? 		
<p>Assessment Indicators Not yet met: Names some common animals. Needs support to sort or limited to common mammals, birds and fish.</p> <p>Meeting: Name a variety of common animals including fish /amphibians /reptiles / birds/mammals. Uses observations to classify into given scientific groupings including animal groups or omnivore/herbivore/carnivore and can explain how they are similar, e.g. <i>birds have feathers, frogs go in the water and out of water, they are all mammals because they are hairy.</i></p> <p>Possible ways of going further: Can classify according to a range of features and give reasons for their choices, e.g. <i>some mammals live underwater, include other insect groups.</i> Names and classifies other animals which are not pictured.</p>		



Teacher box 1 - plan elicitation. See TAPS pyramid for more examples.