

WVS EDUCATION KS1 SCIENCE LESSON PLAN

All Sorts of Animals

Phase	Key Stage 1
Subject	Science/The World Around Us
WVS goal	To understand that different types of animals need to be cared for in different ways.
Curriculum Links	<p>England KS1 Science</p> <p><i>Knowledge objective:</i> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. <i>Working scientifically enquiry type:</i> Identifying and classifying. <i>Scientific skill focus:</i> Asking scientific yes/no questions to aid sorting.</p> <p>Wales KS1 Science & Technology</p> <p>I can describe the features of organisms.</p> <p>Northern Ireland KS1 The World Around Us: Science & Technology</p> <p>Learn about the variety of living things in the world and how we can take care of them.</p> <p>Scotland First Sciences</p> <p>I can sort living things into groups and explain my decisions.</p>
Links to Sustainable Development Goals	<p>SDG 14 – Life Below Water</p> <p>SDG 15 – Life on Land</p>

OVERVIEW

In this lesson, children will:

- name common animals
- identify pets, farm animals and wild animals
- use their knowledge to classify common animals into groups

LESSON RESOURCES

Printable 1 – animal sorting cards. Prepare one set per pair.

Printable 2 – WVS vet signs. Prepare one set for the classroom.

LESSON OVERVIEW

Part 1: Discover the issue

Entry ticket: Share the entry ticket question with children: How sure are you that you can name and sort a variety of animals?

Children can give their answers using the scale 1 to 4 on their fingers to indicate how sure they feel.

Pictures from a vet: Introduce the 4 photographs. You might need to read the names of the animals to the children. Explain that the labels have been mixed up!

Ask: Have all the animals been given the correct name?

Children should be able to identify that the cat and the sloth have the correct labels, but the turtle is incorrectly named as a tortoise, and the donkey is incorrectly named as a horse.

WVS Vet report: Read the Worldwide Veterinary Service (WVS) vet report. Introduce Bridget, a wildlife vet in Malawi, a country in Africa.

Explain that at WVS, our vets treat lots of different types of animals. When vets are learning about animals, they often specialise in a particular type of animal, e.g. small animals (mostly pets), large animals (mostly farm animals) or exotic/wild animals.

- Small animal vets look after pets.
- Large animal vets take care of farm animals.
- Wildlife vets treat animals in the wild.

Types of animals: Explain that we can sort animals into different categories.

- Pets are animals that usually live with people at home. They are often kept for company. Owners look after their pets and give them the right food and clean water.
- Farm animals live on farms and are kept for the products they give us such as meat, milk, wool or eggs. Farmers give the animals the right food and clean water.
- A wild animal lives freely in nature. Wild animals find their own food and water. They make or find their own homes (shelter).

Spot it!: Look at the 3 animals.

Ask: Can you name these animals? Which one is a pet, farm animal and wild animal?

Children should be able to identify that the dog is a pet, the shark is a wild animal and the sheep is a farm animal.

Ask: Can an animal ever fit into more than one group?

Children might suggest that a horse could be a pet as you can own it but it doesn't live in your house, or a snake could be a pet but also a wild animal.

These sentence stems can be used to support children to explain their thinking:

"I think a ___ is a pet/farm/wild animal because ___."

"My evidence is ___."

"It lives in ___ and is looked after by ___."

"It could be in two groups because ___."

<p>Part 2: Join the adventure</p>	<p>Question to investigate: Introduce the enquiry question: How can we tell if an animal is a pet, farm animal or wild animal?</p> <p>As a class, decide on some criteria to classify an animal as a pet, farm animal or wild animal. Children to think of their own rules for categorising e.g. 'a wild animal lives without people, a farm animal is kept for food, wool, eggs or a pet is kept for company'.</p> <p>Pose tricky questions to assess reasoning, e.g. if a hedgehog visits the garden, is it a pet? What about a fox? Why/why not?</p> <p>Activity: Introduce the task to look at the different animals that need help today. Match each animal to the WVS vet which can treat them.</p> <p>Children to work in pairs. Distribute printable 1 – animal sorting cards, one set of pictures per pair. You can prepare the cards with the animal names on the back, or remove the names depending on the knowledge of your class. Children work in pairs to say the name of as many animals as they can. Discuss the names of any unfamiliar animals.</p> <p>Place the 3 vet signs in printable 2 – WVS vet signs around the classroom. Children take it in turns to take one animal from their table to the correct vet who can treat it. Encourage children to ask scientific yes/no questions to aid sorting. For example, 'Does it find its own food?' or 'Does it live in a house?' Discuss any misconceptions that arise.</p> <p>Children can use the following sentence to explain why they have paired that animals with a particular vet: I know that a ____ should see vet ____ because it is a ____.</p>
<p>Part 3: Be the change</p>	<p>Be the change...: Introduce the two photographs of the lion. Use the See Feel Think Wonder Project Zero Thinking Routine, developed by Harvard University, to help children discuss what they can see in the photographs. The Thinking Routine encourages children to explain how they photos make them feel, what they think and what they would like to find out about the images. Further information can be found here: See Feel Think Wonder_0.pdf</p> <p>Ask the children:</p> <p>What do you see? Children should be able to identify the animal and describe the setting of the photographs – one animal is in a cage and the other animal is free to walk around in their natural habitat.</p> <p>How does the photo make you feel? Encourage children to articulate their emotional response to the photograph. Can they explain why the photo makes them feel that way? For example, "I feel sad looking at the lion in the cage because animals should be able to walk around with lots of space."</p>

What do you **think**? You could collect the statements to show what children think they know about lions, e.g. lions are wild animals, lions hunt for their own food, lions need lots of space to roam around.

What do you **wonder**? Children can ask questions to show what they would like to learn about the images. For example, they might want to know why the wild animals are in a cage or whether they will be rescued. You can find out more about the lions here

[Meet the Animals | Young Vets Club](#)

The right habitat: Animals need the right place to live (their habitat) to stay healthy. Our vets rescued 3 lions that had been kept as pets in a small cage.

Ask: Is a small cage the right place for a lion to live? Explain your thinking.

Be an animal champion! Give children the challenge to raise awareness about which animals make good pets and which animals should be left to live freely in the wild.

Ask: Can you think of another animal that should not be kept as a pet?

Children can draw a picture of their chosen animal in the wild (their natural habitat) and explain why that animal should not be kept as a pet.

Exit ticket: Share the exit ticket question with children: How sure are you that you can name and sort a variety of common animals?

Children can give their answers using the scale 1 to 4 on their fingers to indicate how sure they feel.

PRINTABLE 1 – ANIMAL SORTING CARDS



dog



owl



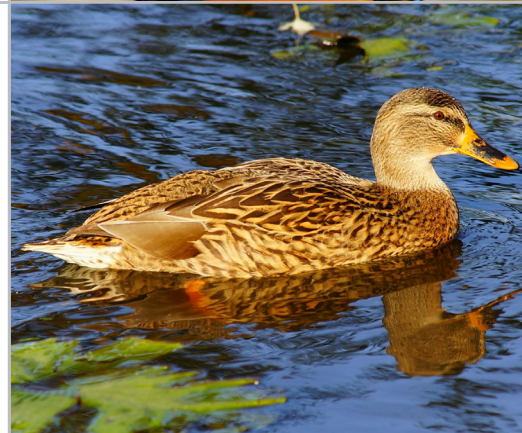
horse



parrot



monkey



duck

PRINTABLE 1 – ANIMAL SORTING CARDS



snake



donkey



tortoise



frog



rabbit



goldfish

PRINTABLE 1 – ANIMAL SORTING CARDS



cat



guinea pig



chicken



cow



pig



shark



VET CAIT TREATS PETS





VET SHASHANK TREATS FARM ANIMALS





VET BRIDGET TREATS WILD ANIMALS

