

WVS EDUCATION KS1 SCIENCE LESSON PLAN

Diet Detectives

Phase	Key Stage 1
Subject	Science
WVS goal	To know how to feed animals correctly for their health and welfare
Curriculum Links	<p>England KS1 Science Knowledge objective: Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Working scientifically objective: Identifying and classifying Scientific skill focus: Present results by sorting living things into groups using sorting hoops or a simple Venn diagram.</p> <p>Wales KS1 Science & Technology I can describe the features of organisms.</p> <p>Northern Ireland KS1 Know that some animals eat plants, some eat other animals, and some eat both.</p> <p>Scotland First Level Sciences I can sort living things into groups and explain my decisions.</p>
Links to Sustainable Development Goals	SDG 15 – Life on Land

OVERVIEW

In this lesson, children will:

- Learn the meaning of the terms 'carnivore, herbivore and omnivore'
- Identify animals that are carnivores, herbivores and omnivores
- Sort animals into groups according to their diet

LESSON RESOURCES

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

LESSON OVERVIEW

Part 1: Discover the issue

Entry ticket: Share the confidence review question with children:
How sure are you that you can name and group animals that are carnivores, herbivores and omnivores?

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 three photos of animals. Ensure that the children know the names of the animals. You might need to address some misconceptions, e.g. a tortoise is an animal that lives on land as opposed to a turtle that can swim, a chimpanzee is a great ape, not a monkey, although chimpanzees and monkeys are both primates so they share similar traits.

Use the Project Zero Same Different Thinking Routine, developed by Harvard University, to help children compare the images. Further information can be found here: [Same and Different | Project Zero](#)

You might want to discuss the images in pairs first to identify similarities and differences. To scaffold the conversation, you could suggest the following:

- all the animals have 4 legs
- bears and chimpanzees both have black fur/hair
- all the animals are eating
- the bear and the chimpanzee are mammals
- the bear is the only animal which is eating another animal (fish)
- the tortoise and chimpanzee are not eating another animal. They are eating fruit and leaves.

Vet report: Introduce the vet report from a WVS vet. Explain that our vets were asked to help a horse as its owner did not know what to feed it. Tell the children that horses are **herbivores**.

Ask: Do you know what our vets told the owner to feed the horse?

Explain that all animals need to eat food. The food we eat is known as our diet. Different animals eat different types of food. Animals can be named and grouped by what they eat.

Explain the 3 terms:

Herbivores eat plants.

Carnivores eat other animals.

Omnivores eat plants and animals.

To support children in identifying plants and animals, you can use the images on slide 7 or collect examples of the real objects to show.

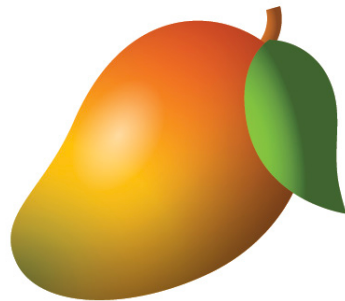
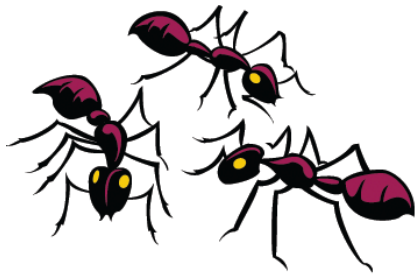
Children should be able to identify that images 1, 3 and 5 are all plants (wheat, sunflower seeds, blackberries) and images 2, 4 and 6 are all animals (worm, caterpillar, frog).

Ask: Which of these are foods a **carnivore** might eat? Why?

	<p>Children should be able to explain that a carnivore eats animals so they would eat the worm, caterpillar and frog.</p>
<p>Part 2: Join the adventure</p>	<p>Question to investigate: Explain that the vets have records for the animals that have arrived in the clinic today to show what they eat. Show the children the sorting cards.</p> <p>Introduce the enquiry question (linked to identifying and classifying enquiry type):</p> <p>Ask: How can we organise the animals by what they eat?</p> <p>Take suggestions from the children for how they could group the animals.</p> <p>Go through the instructions for the activity, modelling one example. Children should:</p> <ul style="list-style-type: none"> • look at the sorting cards • think about what each animal eats • decide if the animal is a carnivore, herbivore or omnivore • sort the animals into groups and present their results <p>Children use the sorting cards to group the animals according to their diet. To practice the scientific skill of presenting results, children could sort the cards into sorting hoops or using a simple Venn diagram</p>
<p>Part 3: Be the change</p>	<p>Animal Welfare Needs: Explain that there are 5 things that animals in our care need to be happy and healthy. These are known as animal welfare needs. See if children can spot that 'A suitable diet' is one of the animal welfare needs.</p> <p>Helping animals: Pets need the right food to stay healthy. Vets make sure animals get the right type and amount of food.</p> <p>Children could take action and find out about the diet of a pet or favourite animal.</p> <p>Spot the mistakes!: Explain that the animals in the WVS clinic have been grouped as carnivores, herbivores and omnivores.</p> <p>Ask children to look at the diagram to check that the animals are in the correct place.</p> <p>Children should be able to identify that both the rabbit and the snake are in the wrong groups. The rabbit is a herbivore and the snake is a carnivore. Discuss any misconceptions. Thank the children for helping the vets to make sure that each animal gets the correct food at the clinic.</p> <p>Exit ticket: Share the confidence review question with children: How sure you are that you can name and group animals that are carnivores, herbivores and omnivores?</p> <p>Children can give their answers using the scale 1 to 4 on their fingers to indicate how sure they feel.</p>



chimpanzee

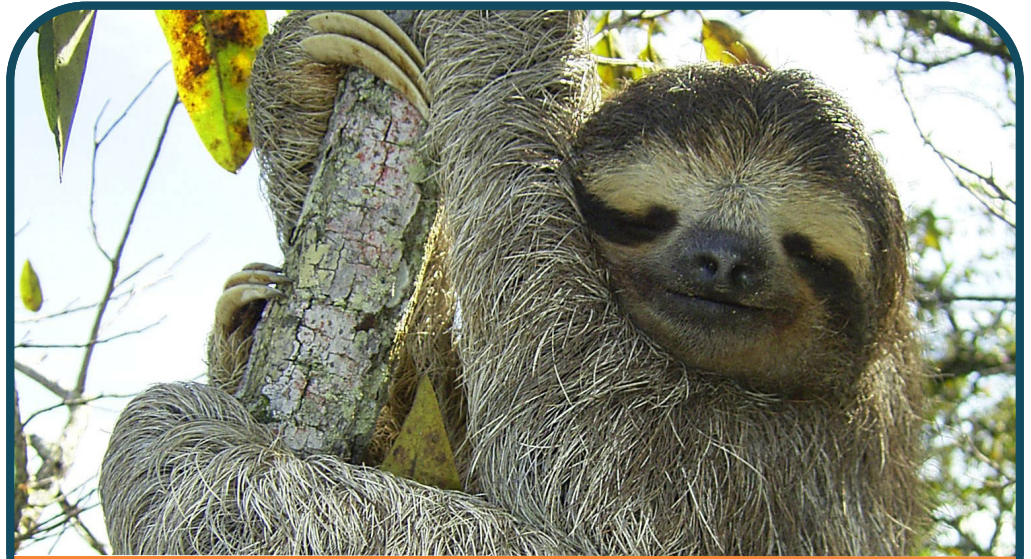


horse





owl

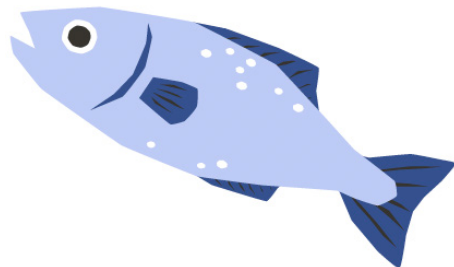


sloth





bear

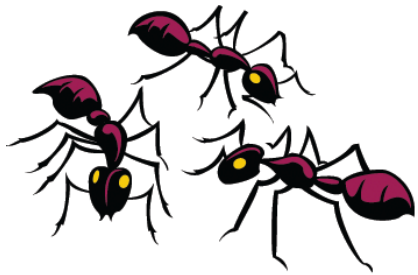


lion





pangolin

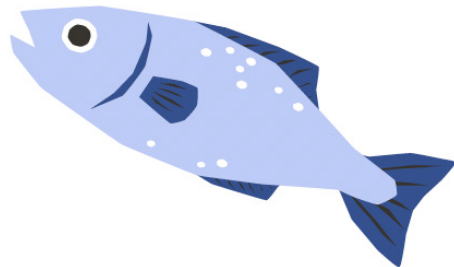


donkey





cat



sea turtle

