

National curriculum objectives



- working scientifically: presenting findings in written forms such as displays and presentations
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Resources (you will need):

Paper, pencils, printed lifecycle of a mammal, an amphibian, an insect and a bird (a simple online search will help with this)



30 MINUTE ACTIVITY

In pairs, ask learners to draw the lifecycle of any animal (this should be a rough sketch or could be done using words but should not take more than a few minutes). Ask pairs to share which animal's lifecycle they completed and identify if that animal is a mammal, an amphibian, an insect or a bird. Then ask them to link up with another pair that sketched a different animal group lifecycle. For example if they did an amphibian e.g. a frog, ask them to match with a pair that did an insect e.g. a butterfly, or a mammal e.g. a cat, or a bird e.g. a chicken. In case there are many of the same animal group, it may be helpful to have a few lifecycles spare that you have printed beforehand. Now ask these new groups to work together to describe the differences in the life cycles in front of them. How many stages do they have? How do the animals change? Is there a big difference in how they look when they are born and when they are an adult? Does the life of their animals both start in an egg?

Class reflection:

No matter what life cycle an animal has, it's aim is to reach adulthood, reproduce and continue the life of the species. If humans don't protect animals and their young, it may mean they don't reach this stage and numbers begin to reduce. For example, hares are endangered in the UK. The number of hares has dropped by about 80% in the last century or so as often hares who have not reproduced yet, or pregnant hares, before they have had their babies, are hunted.

Have time for a literacy link?

Ask each learner to imagine they are a young animal. It can be any animal they want but their best friend is a young animal from a different animal group. Challenge learners to write a short story about the differences they face being best friends with an animal with a different life cycle to them. Some examples include a kitten watching a tadpole grow and waiting patiently as it changes, or a caterpillar settling on an egg, just as it begins to hatch. Can these friendships last or are the animals just too different? What challenges and differences do they come across?

Philosopher question:

Which stage of a lifecycle is the most important?



*Year 5 and 6 objectives