

### National curriculum objectives



- working scientifically: identifying and classifying
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

### Resources

(you will need):

LOA 21 PDF  
(animal photos),  
photo of a human,  
whiteboards, whiteboard  
pens and rubbers



[CLICK TO DOWNLOAD](#)



## 30 MINUTE ACTIVITY

Print LOA 21 PDF (animal photos), put them on display in front of the class and number them all 1 to 10. If possible, print a photo of a human and number this too. Give all learners a whiteboard and then ask them to write the number of one animal that has.... ears. Are the ears of the hare exactly the same to the ears of the horse (or the human/bull/fox)? Repeat with beak, eyes, wings, legs, antlers, hair (fur/feathers), mouth and whiskers. Take time to describe and compare, then, leave a list of body parts on the board, give pairs a photo each to label themselves.

### Class reflection

Come back together and display their labelled animals, including a human, at the front of the class. Talk through differences and similarities in structure. No matter what an animal looks like or how big or small it is, we need to learn about it and protect it.

### Have time for a maths link?

Play 'Which number am I?'. Describe an animal using the vocabulary from the session (legs, antler, eyes, wings etc). Learners should write the corresponding number of the animal on a whiteboard but in words, not numerals. This is a good chance to play a game, whilst practising spellings of numbers.

### Philosopher question

All animals are different but similar. True or False? Explain.

