

National curriculum objectives



- working scientifically: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- give reasons for classifying animals based on specific characteristics

Resources (you will need):

LOA 10 -20
(animal photographs) PDF
and scissors



[CLICK TO DOWNLOAD](#)



10 MINUTE ACTIVITY

Split the class into groups of 3 and provide learners with the LOA 10-20 (animal photographs) PDF. Ask them to cut roughly around each one and choose one member of the group to group them. Don't give any direction as to how to group them or into how many groups. Finally ask the same learner to give reasons to the other members of the group as to why they classified the animals in that way. Repeat, asking another learner in the group to do the grouping and explaining.

Class reflection:

Animals can be grouped into very specific, small groups or very large, broader groups. One group that all the animals in this activity can be classified into is 'in need of protection' or 'persecuted' or 'suffering from the acts of humans'. All these animals are hunted or killed for sport by humans.

Have time for a maths link?

Mass is another way of grouping and classifying animals. Below are the weights of a selection of animals. Explain to learners that these weights have been recorded in pounds (lbs) but are needed in the more familiar kg and g. Convert these measurements using the following information: 1 pound (lb) = 453(.6)g. Dog - 40lbs. Deer - 200lbs. Badger - 25lbs. Pheasant - 2.5lbs. Grouse - 4lbs. Bull - 2425lbs. Horse - 1650lbs. Mink - 1.5lbs. Fox - 14lbs. Hare - 9lbs. Mallard - 2.2lbs.

Philosopher question:

Why do animals need our help?



*Year 5 and 6 objectives