













# Animals All Around: Comparing Animals

<b>Aim</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identifying and classifying. To describe and compare the structure of a variety of common animals.		<b>Lesson Duration</b> All timings are approximate.	
<b>Success Criteria</b> I can name some different animal's features. I can say how animals are the same. I can say how animals are different.			
<b>Standard School Equipment</b> Camera  Non-fiction books about animals/animal groups  Whiteboards and pens		<b>Preparation</b> Photo Pack – per pair/group Comparing Animals Activity Sheets – per child Feature Labels – per pair/group Animals All Around eBook Reasoning Cards Comparing Animals - as required	
<b>Key Vocabulary</b> Compare, similarities, differences, observe, observations, features, mammal, amphibian, reptile, fish, bird, animal groups, feathers, scaly skin, hair.			

**Prior Learning:** In lesson 1, the children have made observations of animals in their local environment.

## Learning Sequence

	<b>Remember It:</b> Show the children the animals on the <b>Lesson Presentation</b> . Can they remember which groups these animals belong to?		
	<b>Looking Closely:</b> Using the <b>Lesson Presentation</b> , look closely at each of the animals. Using the questions on the <b>Lesson Presentation</b> , ask children to name the features of different animals, for example, beak, legs, claws, eyes, ears, etc. Draw attention to the parts the children might not know, such as beak or wings. <b>Can the children name some of the features of animals from each group?</b>		
	<b>Comparing Animals:</b> Share the statement about birds on the <b>Lesson Presentation</b> and ask children to discuss with their partners whether they think it is correct. Ask children to suggest ways in which they could find out if the statement is correct. Show the children the photographs of the penguin and the robin on the <b>Lesson Presentation</b> . Ask them to work in pairs, on a whiteboard, to write down all the features they can see for each bird, e.g. 2 legs, 2 wings. Record children's ideas on a large copy of the <b>Comparing Animals Activity Sheet</b> (you may wish to add this to the working wall for reference throughout the topic). Look over some examples on the <b>Lesson Presentation</b> and ask children what they find out about the statement. Use the <b>eBook</b> pages on the <b>Lesson Presentation</b> to prove whether all birds can fly or not. <b>Can children discuss how animals are similar and different?</b>		
	<b>Finding Out More:</b> Explain that children will be using photos and other secondary sources to compare animals from different groups. Use the questions on the <b>Lesson Presentation</b> to get the children to hypothesise how they think the animals will be the same/different and make notes on the working wall. <b>Can the children suggest ways they think animals in each group are the same and how they are different?</b> <b>Can children discuss how animals are similar and different?</b>		
			
Children use the <b>Photo Pack</b> and <b>Feature Labels</b> to find and discuss the similarities between animals of the same group and to discuss the differences they can see, explaining their observations to an adult. As a group, arrange and stick the labels around the photos on a big sheet of paper. This could be recorded using a camera.		Children find the similarities and differences between animals of the same group, recording their ideas on the <b>Comparing Animals Activity Sheet</b> . They use the information on the <b>Feature Labels</b> , the <b>eBook</b> and their own observations.	
		Children find the similarities and differences between animals of the same group, recording their ideas on the <b>Comparing Animals Activity Sheet</b> . They then write a statement about an observation they have made about all the animals in each group. They could use the information on the <b>Feature Labels</b> , the <b>eBook</b> and their own observations.	



**True or False?** Children explain what they know from their observations. Challenge children to answer true or false statements on the [Lesson Presentation](#).

Can children say how animals from each group are the same and how they are different? Can they give examples to back up their ideas?



### Explore it

**Read it:** Read the [Animals All Around eBook](#) to find out more about each animal group.

**Display it:** Use the [Photo Pack](#) to sort the animals into the correct animal groups and label them to create a class display.

### Reason it

Children discuss [Reasoning Cards Comparing Animals](#). Children compare two animals and note their similarities and differences. They then decide which animal group they belong to.

### Assessment

#### Scientific Knowledge

##### Working Towards the Expected Level

Children can describe the observable features of animals.

Children:

##### Working At the Expected Level

Children can describe and compare the observable features of animals from a range of groups.

Children:

##### Working At Greater Depth

Children can describe and compare the observable features of animals from a range of groups and apply this knowledge to unfamiliar animals from different groups, explaining the features they would expect to see.

Children:

#### Working Scientifically

##### Working Towards the Expected Level

With support, children make careful observations of animals in the same group and can use simple features to compare living things (animals).

Children:

##### Working At the Expected Level

Children make careful observations of animals in the same group and can use simple features to compare living things (animals).

Children:

##### Working At Greater Depth

Based on their own ideas, children make careful observations of animals in the same group and can use simple features to compare living things (animals).

Children: