

KS1 Science:

ANIMALS



Introduction

In this series of three short videos a group of children explore the KS1 science topic Animals. Key aspects of this curriculum are covered including the characteristics of each animal group, contrasting life cycles, and what all animals need to survive. Narrated by Maddie Moate and featuring expert advice from zoologist, Yussef Rafik, each of the films combines live action and animation to explore the topic in a clear, age-appropriate manner.

1. What is an animal?

The children explore animal groups and identify the key characteristics of each.

2. How do animals grow?

Exploring the contrasting life cycles of different animals, revealing how their appearance changes as they grow.

3. What do animals need to survive?

Exploring what all living things need to survive and the characteristics of herbivores, carnivores and omnivores.

1. What is an animal?

Discussion points:

1. Animal families:

- What makes the groups of animals similar?
- Discuss common features of the varying animal groups - can children think why they are grouped as they are?
- What do different animal families need to live successfully? What are their needs?

2. Humans:

- Discuss whether humans are animals and why.
- Why are humans classed as mammals?
- What do other mammals and humans have in common?

3. Reptiles:

- Discuss what the most important things are for reptiles to live well.
- Why are warmer temperatures so important to reptiles?
- Discuss in which kinds of countries you find more reptiles and why.

4. Amphibians:

- What is an amphibian?
- What is special about where amphibians are born and where they then live?
- Discuss the life cycle of a frog.

5. Birds:

- What makes a bird a bird? Discuss that not all birds can fly.
- How are new birds brought into the world? What is the life cycle of a bird?
- Can you think of a bird which lives in a very cold environment and how do you think they adapt to these cold environments?

6. Invertebrates:

- What mini beasts have you seen recently?
- How are they similar and how are they different?
- Discuss whether all mini beasts have legs, if not, how do they move?

Suggested activities:

1. Animal sorting activity:

- Provide a selection of pictures of different animals for children to view and discuss.
- Can children sort these into the animal families and give reasons for their choices?

2. Seasonal calendar activity:

- Create a simple calendar for the year and have children label each season with its corresponding months.
- Discuss the activities and changes they associate with each season.

3. Animal presentation:

- Give the children time to think of their favourite animal and what makes this special.
- After giving further time to research into this animal, children can present their findings to their peers.

4. Animal soundscapes:

- After finding out about the different families of animals, can pupils work together to create a musical response to each group.
- After performing, can other children work out which animal family the group were representing.

2. How do animals grow?

Discussion points:**1. Life cycles:**

- Discuss what a life cycle is and how all living things have one.
- Do all life cycles look the same? Do some living things change more than others as part of their life cycle?
- Discuss what the human life cycle looks like, how is ours different to that on the video?

2. Butterflies:

- Discuss where the life cycle of a butterfly starts?
- How does a butterfly change, grow and develop as it moves through the life cycle.
- What do pupils think is the biggest visible change as part of the life cycle of a butterfly?

3. Frogs:

- Discuss where the life cycle of a frog starts?
- How does a frog change, grow and develop as it moves through the life cycle.
- What do pupils think is the biggest visible change as part of the life cycle of a frog?

Suggested activities:**1. Life cycles - visual:**

- Provide a selection of pictures of different animals for children to view and discuss.
- Can children sort these into the animal families and give reasons for their choices?

2. Frog life cycle:

- Create a simple hanging decoration to show the phases of the life cycle of a frog.
- With the pupils, consider each phase and create a small picture, title and text to go with this, creating a cyclical display to showcase the life cycle.

3. Butterfly life cycle:

- Using a paper plate and piece of card, create a life cycle diagram of a butterfly.

- Cut a slit into the card and split pin this over the top of the plate to create a spinning dial to show the varying stages of a butterfly life cycle.

4. Younger to older or older to younger:

- Provide photographs to show either a younger or older animal, can pupils draw what they think the opposite would look like.
- For example, if a photograph of a butterfly, pupils would draw a picture of a caterpillar to show the younger stage of the animal.

3. What do animals need to survive?

Discussion points:

1. The needs of living things:

- Discuss the four core things that living things need.
- Do pupils think any one of them is more important than others?
- How do living things access the things that they need to live?
- Discuss challenges facing living things in the future in accessing the things that they need.

2. Habitats:

- Discuss what a habitat is and what it should provide?
- Do all living things have the same habitat, and why?
- What do our habitats provide us as humans?
- Discuss how climate change is causing habitats to change and develop.

3. What animals eat:

- Discuss the different things humans and other animals eat?
- What does each type of food we eat give to us?
- Discuss the names herbivore, omnivore and carnivore, and what they mean.

Suggested activities:

1. Habitats:

- Provide a selection of pictures of different animals for children to view and discuss.
- Can children sort these cards into groups of animals that live in different environments.
- Discuss the conditions that these animals need to live successfully.
- Discuss how changing environments and habitats can impact on the ability of these animals to live successfully.

2. Habitat arts:

- Work with pupils to develop a list of native living things to the UK, or more specifically from the pupils' part of the UK.
- Pupils to select an animal of choice following the discussion.
- In a group, or individually, using a shoe box, or similar, can pupils create their own micro habitat to show the things that their identified animal needs to live successfully.

3. Wildlife watch:

- Work with pupils to choose an area of the school grounds.
- Undertake an observation to capture the number of living things within the area.
- Pupils to create a graph to show their results.
- Discuss reasons why so many, or so few, living things are found in the area and what we can do to support habitat restoration.

4. Habitat conservation:

- Pupils to undertake research around habitat challenges within the UK and in other parts of the world.
- Consider the impact of such habitat challenges on meeting the needs of living things.
- Pupils to draft a letter to a local or national representative to highlight their concerns and outline what they could do to support habitat restoration.

More from KS1 Topic Resources:

If your class has enjoyed this content about Animals you may also be interested in these videos which all adopt a similar style and approach.

**Minibeasts****Oceans and seas****Plants****Weather and seasons**