

# Animals KS2



## Session Overview and Learning Objectives

An exciting way to investigate habitats, learn about the animals that live there, their homes, food, and how they are suited to their habitat. Take a close look at skulls, feathers skins and nests to discover more about animal classification.

## Session Summary

- This session is suitable for one class at a time of up to approximately 30 pupils
- The session lasts up to 90 minutes
- Required ratio – 1 adult:10 pupils

**We will provide all equipment.**

## Session Outline

Time	Activity
5 minutes	Welcome, introduction and H&S brief
25 minutes	Animal detectives: exploring the park to find signs of animals
45 minutes	Nature table: investigate skulls, feathers, skins and nests. Use the clues to work out which animals they belong to. Are they mammals, birds or reptiles. Carnivores, herbivores or omnivores. How are they adapted to their habitat?
15 minutes	Species survival game (population dynamics)

## Learning Objectives

All will have first-hand experience of exploring the wood and searching for signs of animals

All will work as a team to observe the skulls, skins, feathers and nests

All will identify physical similarities and differences between skulls

Some will understand how the number of predators effect populations

Some will understand that water, food and shelter in conjunction are essential for species survival

Some will be able to identify and name some of the animals using the object and the clue

Some will be able to recognise some species are carnivores, herbivores or omnivores

Some will recognise the distinguishing features of mammals, birds and reptiles.

## Links to the national curriculum

The following bullet points are extracted from the national curriculum:

## **KS2 Science**

### **Years 3 & 4: Working scientifically**

Pupils should be taught to use the following practical scientific methods, processes and skills:

- making systematic and careful observations
- gathering, recording, classifying
- identifying differences and similarities.

### **Year 3: Animals, including humans**

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

### **Year 4: Animals, including humans**

Pupils should be taught to:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

### **Year 4: Living things and their habitats**

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

### **Year 5: Living things and their habitats**

Pupils should be taught to:

- describe the differences in the life cycles of a mammal and a bird
- describe the life process of reproduction in some plants and animals.

### **Year 6: Living things and their habitats**

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

### **Year 6: Evolution and Inheritance**

Pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.