

Learning objectives	<ul style="list-style-type: none"> To identify different groups of animals. To identify and explain more detailed differences in animal movement and behaviour. To use secondary sources of information.
Teaching activity	<p>This activity is designed to develop children’s information processing, reasoning and creative thinking skills. Children should be encouraged to seek out and give reasons for their opinions and to use precise language to explain what they think.</p> <ul style="list-style-type: none"> Building on observations of animals moving and behaving in different ways, ask children to group a wide variety of animals according to more refined observable differences and similarities, such as webbed feet, position of eyes. Look for special adaptations which suit the animal for its purpose or habitat, such as claws for digging or climbing, hooves for galloping, wings, flippers, fins and so on. Encourage children to use exact words such as animal, fish, bird, insect, limb, flipper, fin, hoof, wing, claw, and talon.
Examples of key questions	<ul style="list-style-type: none"> What special features does the animal have? Are animals with long legs fast runners? How do different animals communicate? Which animals live alone and which in groups?
Examples of extending questions	<ul style="list-style-type: none"> Which of these animals would you like to be and why?
Learning outcome	<ul style="list-style-type: none"> Children explain reasons for the way they have grouped the animals using precise language. Children use secondary sources of information to further their enquiries.
Resources	<ul style="list-style-type: none"> Photographs, videos and CD ROMs of animals, both familiar and unfamiliar. Simple reference books.