ANIMAL BODY PARTS

AGES 5-7

Curriculum resource pack for the structure of animals

WWT is one of the UK's leading providers of outdoor learning. We welcome over 50,000 learners per year to our Wetland Centres where we provide unique opportunities for learners of all ages and abilities to interact with wetland wildlife from the UK and across the world.

We are open all year round with sessions for every season. Whether you're looking for curriculum-linked learning or simply a fun day out, there really is something for everyone. To find out more about our school visits programme please visit **learningzone.wwt.org.uk.**

Why wetlands?

WWT works across the UK to save, conserve and build wetlands for wildlife and people. Wetlands are one of the most important habitats on earth – storing huge amounts of CO_2, providing a natural way of stopping flooding and serving as a home for huge numbers of different creatures. Spending time in wetlands is also proven to improve mental health and wellbeing!

Using this resource pack

This resource pack contains classroom activities designed to cover key curriculum content as well as outdoor activities designed to promote nature connection and a love of the natural world. This is accompanied by supporting resources that can be printed or used on screen with your pupils. At the end of the pack, you will find a short quiz that can be used to reinforce and assess pupils' learning.

CURRICULUM LINKS

England

KS1: Science

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Northern Ireland

KS1: The world around us

- How and why people and animals move

Wales

Foundation Phase: Science and Technology

- I can explore relationships between living things, their habitats and their life cycles

Scotland

Sciences

- First: I can sort living things into groups and explain my decisions

INDOOR ACTIVITIES

YOU WILL NEED:

Structure of animals visual (see the end of this pack)

Other relevant resources

Activities:

- Make your own binoculars
- Make your own bird hide

School visits:

- We have a range of sessions available at KS1. Visit our Learning Zone to find out more **learningzone.wwt.org.uk**

NOTE: **Where you see a Q this indicates a question to ask your pupils.**

Activity 1: Introducing birds and mammals

- Fold the 'Structure of animals' visual (see the end of this pack) in half and display just the birds, for the class to see.

Q **Have you seen any of these birds before?**

Allow learners time to talk to a partner, say any names of birds they know, or ask any questions they have.

- Point to each bird and say its name.

Q **What is a bird?**

A bird is a type of animal that has feathers, wings and a beak.

Q **What special things can a bird do, that not all animals can do?**

Birds lay eggs and most birds can fly.

- Now unfold the visual and show them the mammals side. Allow learners time to talk to a partner, say any names they know, or ask any questions they have.

Q **What is a mammal?**

A mammal is a type of animal that has fur or hair.

Q **What special things can a mammal do?**

A female mammal can feed its babies with milk. Point to each mammal and say its name.

Activity 2: Labelling body parts

- Cut out the picture of the swallow from the 'Structure of animals' visual and display this for the learners to see.
- This is a bird. It is called a swallow. We have a head (put your hand on your head) but where is the swallow's head? Demonstrate drawing a line from the bird and labelling this body part. Where is this bird's eye? Continue labelling until you have added the words head, eye, beak, feet, legs and wing. Learners should help spell these words for you.
- Point out that you can only see one eye and wing in the picture, does this mean this bird only has one eye and one wing? (No, they're just on the other side of the bird, the side we can't see in the drawing).
- Write the following body parts for all learners to see: head, neck, feet, legs, ear, eye, mouth, wing, beak, tail.
- Give every learner a cut out image of an animal from the 'Structure of animals' visual.
- Ask them to stick it on a piece of paper and label it with its body parts (for some learners you could print the words for them to stick).
- Now bring the learners back together and model verbally describing the swallow, using the body parts you have just identified. Add in adjectives to make the description a little more specific e.g. This is a bird. It is called a swallow. A swallow has a small head, a forked tail, a short beak and two black eyes.
- Learners should use their own labelled animals to practice a verbal description to a partner. They can use the following speaking frame: This is a (animal name). It has….and…..
- Ask learners to add to their labels what that body part does e.g. wings to fly, mouths to eat, legs to move/swim/walk, eyes to see.

Activity 3: Guess the animal

- Display the full 'Structure of animals' visual for the class to see.
- Ask one learner to repeat their verbal description (without saying the name of the animal) and the rest of the class have to guess which animal is being described. How do you know?
- Repeat with other animals from the visual.

OUTDOOR ACTIVITIES

Activity 4: Bird and mammal spotting

- As a whole group, go out bird and mammal spotting in the playground, nearby park or on a local walk.
- Model and demonstrate how to stay quiet and still. Explain that this is how you will see the most animals. Running at birds or shouting and scaring animals is not kind or friendly.

Q How many mammals can you spot?

Q Can you count the number of birds you see?

Q Which body parts can you see?

- Encourage learners to describe the animals they see.

Q How would you describe it?

Q What does it look like?

Q Do you know what it's called?

Activity 5: Comparing mammals and birds

- Lay two hoops on the floor, to create an interactive Venn diagram.
- Label one hoop 'birds', the other 'mammals', and the intersection 'both'.
- Write the following words/phrases on pieces of card and, as you say them, challenge learners to put them in the correct place: legs (both), head (both), eyes (both), beak (birds), feathers (birds), lay eggs (birds), need to eat (both), have offspring/ babies (both), fur/hair (mammals), teeth (mammals), feed its babies milk (mammals).
- Ask all learners to sit down, holding their cut-out picture from activity 2 above.
- Now call out a body part and those with an animal with that body part should stand. All learners should then sit again. Repeat with another body part.
- Highlight that sometimes all learners will stand (head, legs, eyes etc) and sometimes only some stand (wings, beak, tail). Remind learners that you are only looking at two of the animal groups here. Would everyone stand at the word 'legs' if some learners had pictures of fish? (No, because fish don't have legs).

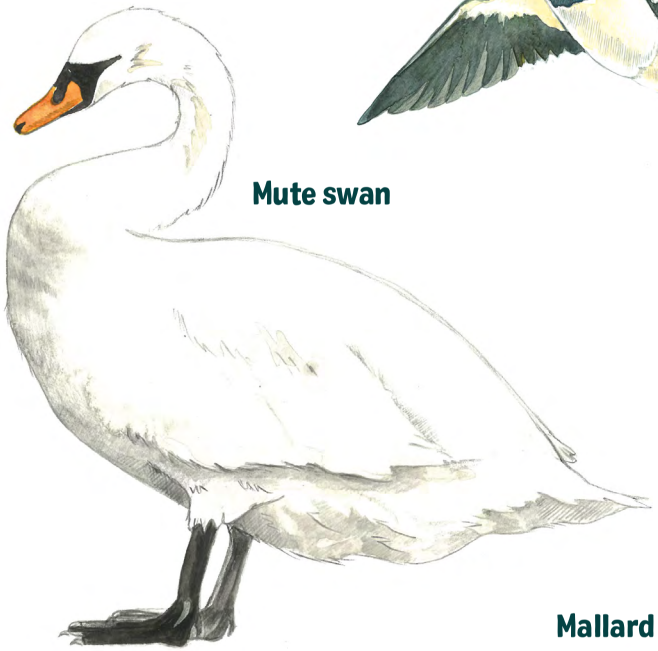
Activity 6: Imitating animals

- Read the following sentences to all learners, holding up the image of each animal as you do so.
- Ask learners to identify which body part that animal is using to move and then act out that movement.
  - You are an otter, swimming in a river (learners might move both their arms and legs in a swimming motion but point out that all four limbs on an otter are called legs).
  - You are a swallow, perching on a tree branch (learners should curl their toes and tense their feet).
  - You are a mallard duck, paddling very quickly away from a hungry fox (learners should move their legs and feet).
  - You are a Canada goose, flying, with other geese (learners should use their arms to imitate the movement of their wings).
  - Repeat for other birds and mammals.

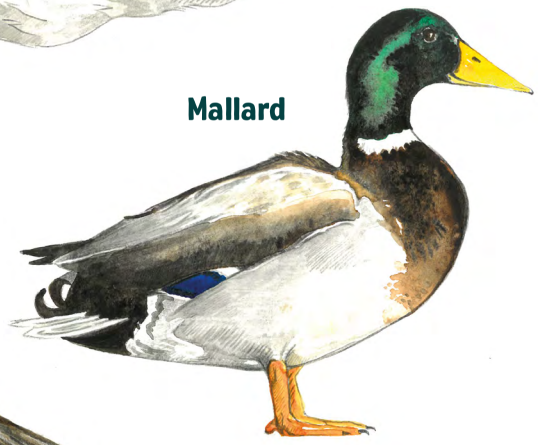
STRUCTURE OF ANIMALS

BIRDS

Swallow



Mute swan



Mallard

Canada goose

MAMMALS

Daubenton's bat

Otter

Watershrew

Water vole