

## Grouping animals

### **Sustainability Goals:**



Subject links: Science

## Age: 5-7

### **Curriculum links:** UK wildlife, Animal classification, Habitats, Investigation

### **Ocean Literacy Principles:**

5. The ocean supports a great diversity of life and ecosystems

### **Learning Objectives:**

- To be able to identify and describe a variety of marine and coastal animals
- To be able to group animals together based on shared characteristics

### **Resources provided:**

- Ocean animals poster
- Grouping animals
- Grouping animals summary
- Ocean giant cards

### **Extra resources required:**

Scissors, glue, poster paper and pens

- Grouping giants poster template
- Grouping giants poster
  answers
- Curriculum links

### Step 1

### Background

Animals are grouped according to their physical and behavioural characteristics. Vertebrates are animals with a backbone and invertebrates have no backbone. Within each broad group, there are sub-groups or classes. This lesson focuses on the characteristics and features of marine mammals, amphibians, fish, birds and reptiles.

### Step 2 Set the Scene

#### 5-10 minutes – Ocean animals

Explain that today you're going to learn about animals that live in the ocean. Ask students if they can think of any creatures that live in the ocean. Display the Ocean animals poster and try to identify as many creatures as possible.

### Step 3

### Activities

## Activity 1: 10 minutes – Grouping marine animals

Explain that today's lesson is going to focus on marine and coastal animals. Show the Grouping animals sheet to introduce subgroups: mammals, fish, birds, amphibians and reptiles. Talk through the characteristics of each subgroup. Explain that amphibians don't live in the sea.

### Step 3

### Activities

### Activity 2:10 minutes - Ocean giants

Show the Grouping giants cards on your whiteboard. Explain that all these creatures need to be large because they travel over great distances, live in a huge habitat and in cold environments. Ask students if they think any of these animals are found in the UK. Which ones? (sea eagle, leatherback turtle, basking shark, dolphin, tuna, humpback whale). Briefly discuss the characteristic features of each animal, giving clues to their group.

## Activity 3: 30 minutes – Grouping ocean giants

Split class into small groups. Handout Grouping giant cards and scissors, glue and a ocean giant sort out template printed A3. Working together in groups, students should cut out the animal cards and stick on to the correct group. Display Grouping animals summary on your white board at the front of the class to help. When groups have finished reveal answers by showing Grouping giants answers.

### Step 4 Extend

### 1 hour - Fact files

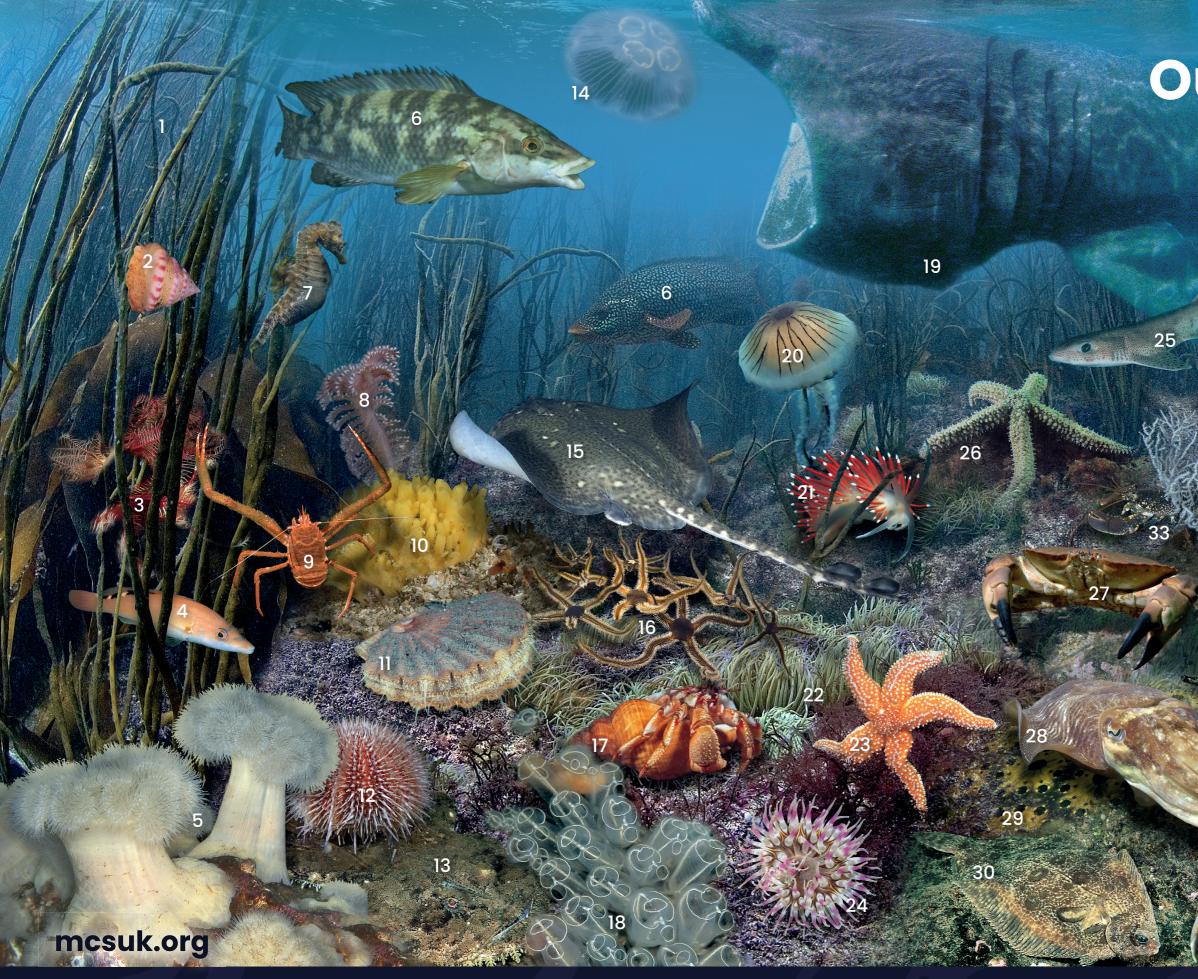
In groups students could choose an animal to study further using books or the internet to research more information. They could create a poster on their chosen species.

### Step 5 Reflect

Show the Grouping giants poster template to summarise learning. What is a characteristic of mammals? What is a characteristic of fish? What is a characteristic of reptiles? What is a characteristic of birds?

### Step 6 Follow up

Learn more activities about ocean giants in our Stupendous sharks lesson plan. For more activities related to grouping animals, take a look at our What is a food chain? lesson.



## 1 Thongweed 2 Painted top shell

3 Rosy feather star 4 Cuckoo wrasse 5 Plumose anemone 6 Ballan wrasse

7 Short-snouted seahorse 8 Phosphorescent sea pen 9 Long-clawed squat lobster 15 Thornback ray 10 Hedgehog sponge 11 King scallop 12 Common sea urchin

13 Angler fish 14 Moon jellyfish 16 Black brittle star 17 Common hermit crab 18 Light-bulb sea squirt

19 Basking shark 20 Compass jellyfish 21 Sea slug 22 Snakelocks anemone 23 Common starfish 24 Dahlia anemone

**25** Lesser spotted dogfish 26 Spiny starfish 27 Edible crab 28 Common cuttlefish 29 Star sea squirt 30 Lemon sole

31 Bib 32 Conger eel 33 Common lobster 34 Pink sea fan 35 Common whelk 36 Mermaid's glove

37 Wolf-fish 38 Potato crisp bryozoan 39 Spiny spider crab

# Our amazing UK wildlife

31

32

35

## MARINE CONSERVATION SOCIETY

37

## Vertebrates

Vertebrates are animals with a backbone, like humans.









## Invertebrates

Invertebrates are animals without a backbone, like insects and jellyfish.



**Anemones** 







## **Grouping Animals**

All vertebrates belong to one of these groups.

## Mammals eg. Human



Live on land or in sea Have hair or fur Warm blooded Have live young Breathe with lungs Some lay eggs

## **Fish** eg. Tuna



Live in sea Have scales Cold blooded Lay eggs Breathe with gills

## **Reptiles** eg. Sea snake



Live on land or in sea Have scales Cold blooded Lay eggs Breathe with lungs

## **Birds** eg. Seagull





Live on land or sea Have feathers and wings Warm blooded Lay eggs Breathe with lungs



Live on land and in fresh water Have smooth, moist skin Cold blooded Lay eggs Breathe with lungs and gills



Pelican



Crocodile



Sea eagle



King penguin



Leatherback turtle



Manta ray



Polar bear



**Basking shark** 



**Bottlenose dolphin** 



Tuna



Humpback whale



Sea snake

## **Grouping Giants**

Please print to A3 if possible

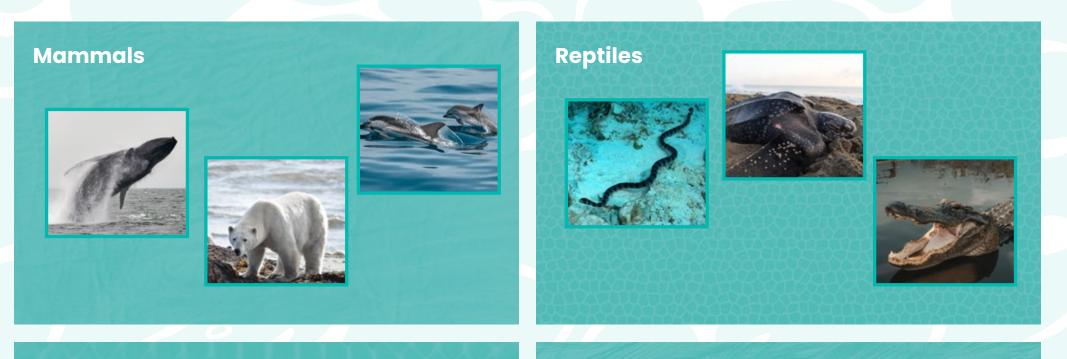
## Mammals



Reptiles

### **Birds**

## **Grouping Giants**



## Fish







## **Birds**







## **Curriculum links**

### England

### Science

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

### Wales

### Science

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

### Scotland

### Sciences

• I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.