

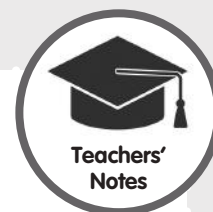


Animal parts

Science and English

Year 1

Duration: 20-30 minutes



Objectives:

- To identify the parts of the body of both animals and humans that are associated with the senses.

Curriculum links:

SCIENCE Y1: Animals, including humans: c and d

ENGLISH: Spoken language years 1-6

Resources:

- Animal parts cards
- Animal pictures
- Large sheets of paper (e.g. cut from a roll of lining paper)
- Various colour sticky notes (e.g. Post-it notes)

Starter activity:

- Name the parts of the body – pointing to nose, ear, knee, arm, etc. This could be a 'Simon Says'-type game – all stand, teacher points to parts of body and names them, if teacher points to correct part (points to nose and says 'nose'), pupils do same. If teacher points to incorrect part (points to nose and says 'ear'), then pupils do nothing.

Main activity:

- Discuss whether animals have similar parts of the body – show using soft toy or pictures (rabbit, cat, dog, snake, bird, ant, etc.)
- In pairs think of some body parts that animals have in common. Feedback suggestions. Teacher makes a list on white board. Any problems (e.g. Wings are arms? Paws are hands?) are discussed.
- Each student is given a single Animal parts card (see differentiation) and asked to circulate around the room to find other members with whom they can form a 'parts' group. This stage of the activity is complete when students have found all those with pictures of similar parts of the body (e.g. all the 'legs' are together).
- In their groups the children should discuss their part and agree the function (what the animal does with the body part).



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- Groups then dissolve and students are asked to form groups of composite parts of a single animal (e.g. the head, eye, mouth, ear and legs/feet of a rabbit).
- This will require careful attention and close co-operation as some of the parts of the different animals may look quite similar (N.B. the 'head' pictures will help in the identification of eyes, mouths and ears).
- You may want to display the whole Animal pictures on the whiteboard to aid the children in finding their matching body parts – so they have a better idea of what the rest of their animal looks like.

Plenary:

- Discuss the function of each body part and of the senses they are responsible for.
 - Eye: 'Sight'
 - Nose: 'Smell'
 - Ear: 'Hearing'
 - Tongue: 'Taste'
 - Feet/hands: 'Touch'
- Discuss the question of which body parts were easy to sort into animal groups and which were not so easy. Encourage students to recognise that humans and non-human animals share many physical characteristics. Extend HA with questions beginning to look at adaptation – e.g. why might rabbits need bigger ears/large hind legs, cats a rough tongue/whiskers, horses long legs, or pigs large noses?

Differentiation:

- Class teacher should differentiate by carefully considering who they give each card to – e.g. the 'head' is complex so could be left out, or given to higher attaining children.

Optional lesson development:

- 1) Print off an A3 copy of each whole Animal picture (including the human) and put on display. Form students into five groups and give each group a set of 'stickies', each set a different colour – one colour with 'How I hear' written on each, another with 'How I see' and so on.
 - Groups label the pictures by sticking one of their stickies on or next to each picture, labelling the relevant part of the body.
- 2) Cut off large strips of paper from a roll of lining paper. Working in pairs, students take turns to lie down on the pieces of paper while their partners draw round their body with a pencil. Each student then decorates their outline so as to create a life-size portrait.
 - Students use stickies to label the body parts used for each of the five senses: 'sight', 'hearing', 'touch', 'smell', 'taste'.
 - Once these have been checked, students label the senses on their portraits using felt-tip pens.



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- 3) On a large piece of paper each student draws an image of their pet or favourite animal and adds labels of the senses in a similar way. The two pictures are then put on the wall next to each other and wool used to link similar senses and body parts.
- Can children think of any senses or abilities that animals have that humans don't, such as echolocation (bats, dolphins, shrews).

Resources available on the Animalkind website

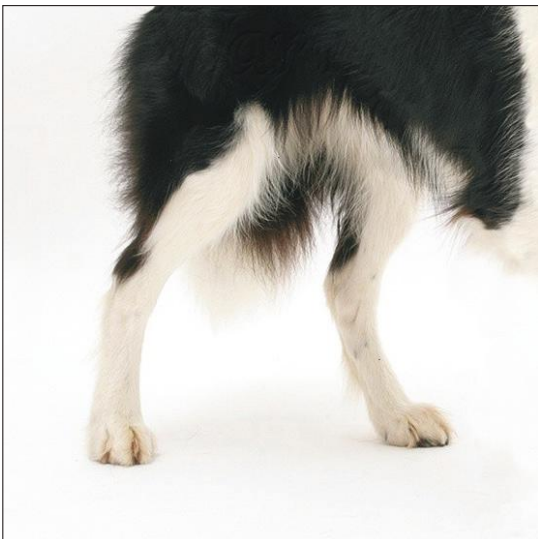
- **Animal pictures** (for displaying on whiteboard)
- **Animal parts cards** (enough for one card per student)
Contact Animal Aid for free sets of colour laminated cards

Source: From Earthkind (David Selby) p109-p111. Original source Fiona Heads.



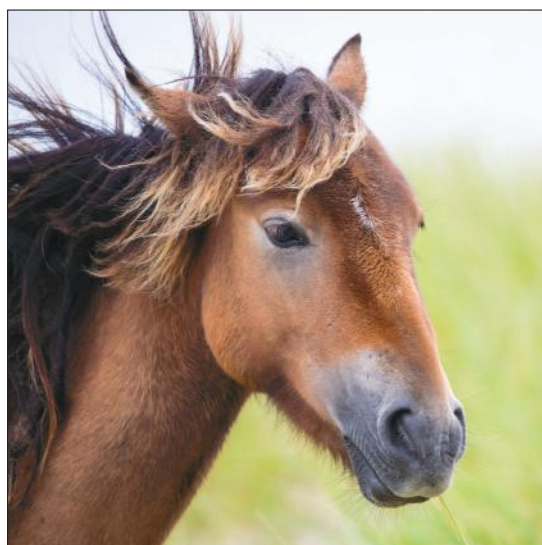
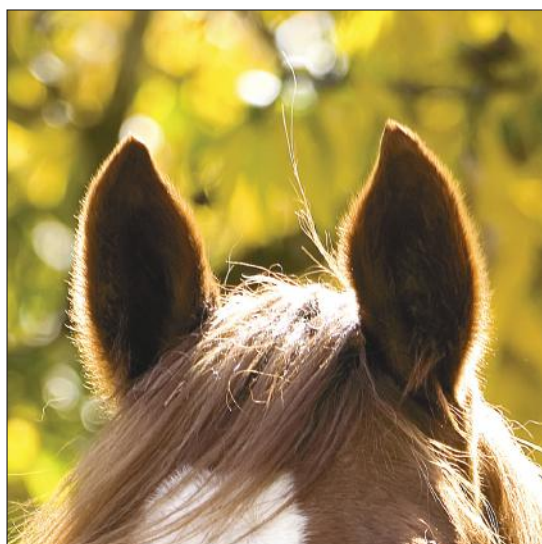
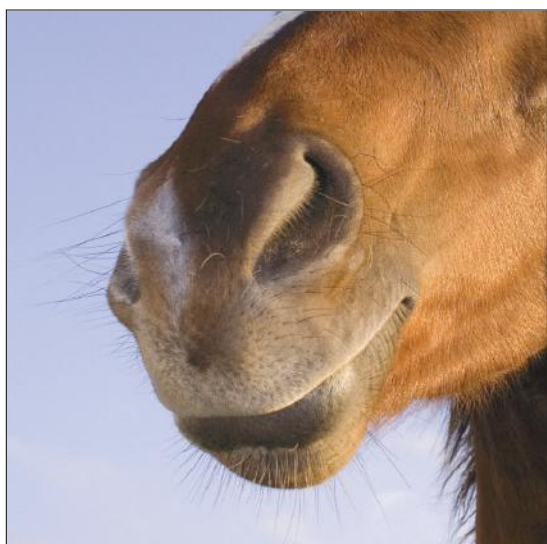
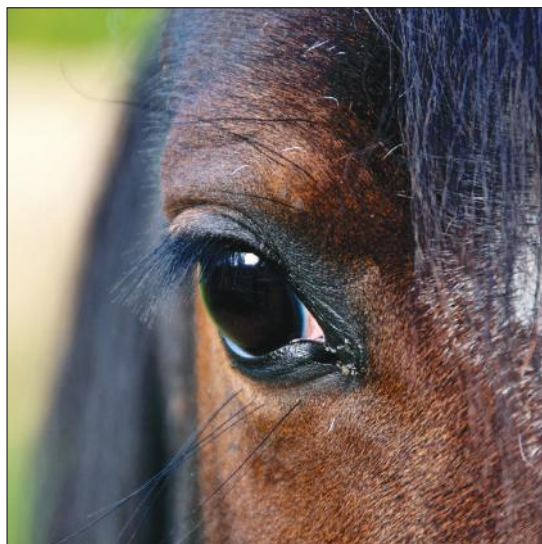
Animal parts cards (Dog)

Animal parts cards (Dog)



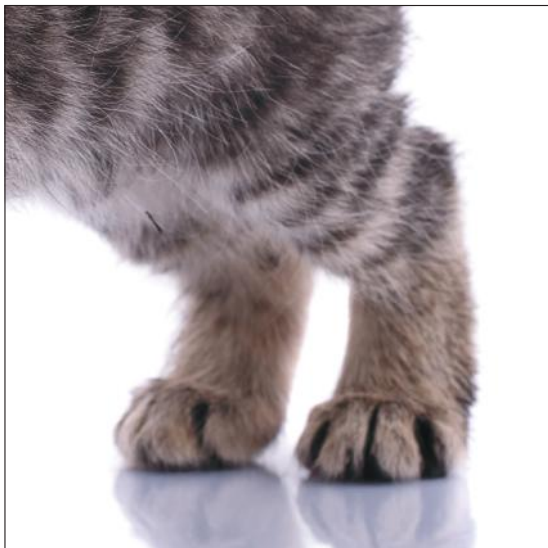
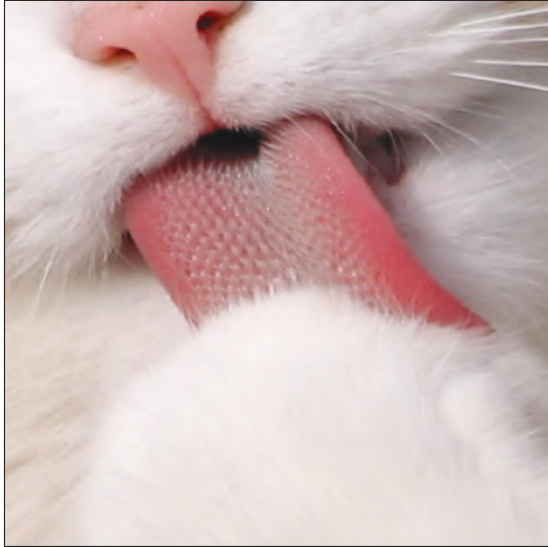
Animal parts cards (Horse)

Animal parts cards (Horse)



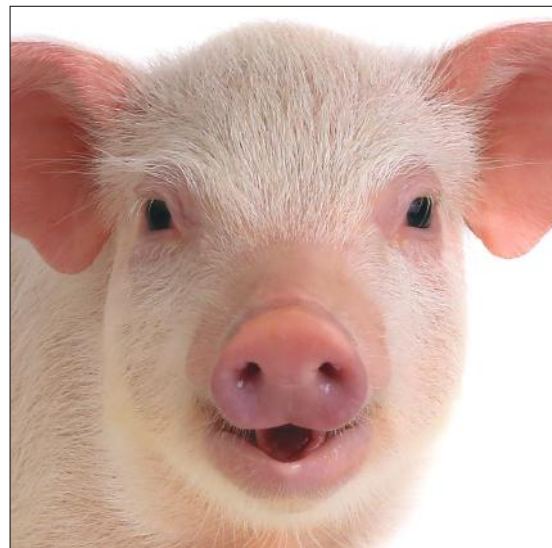
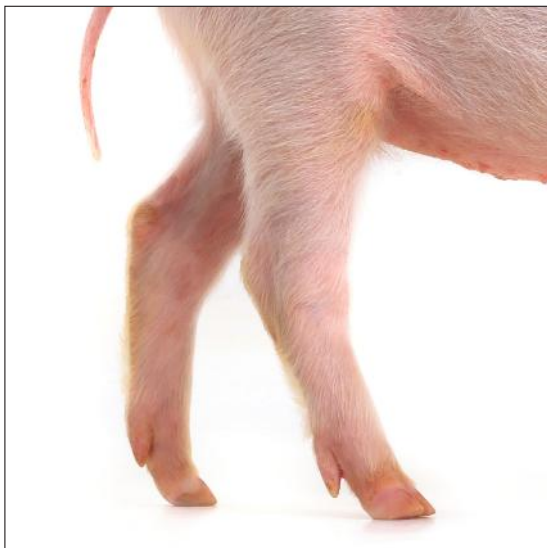
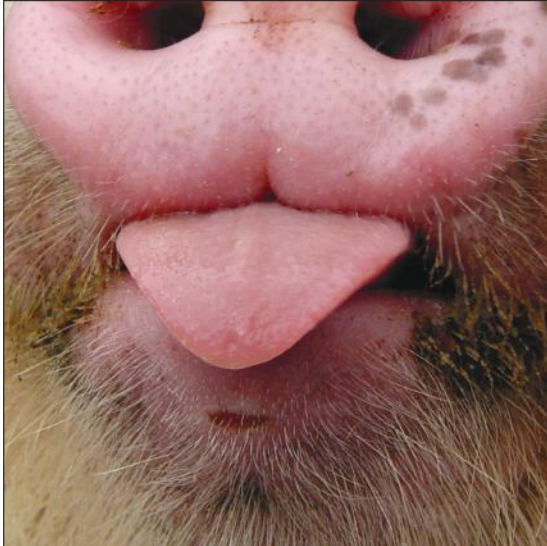
Animal parts cards (Cat)

Animal parts cards (Cat)



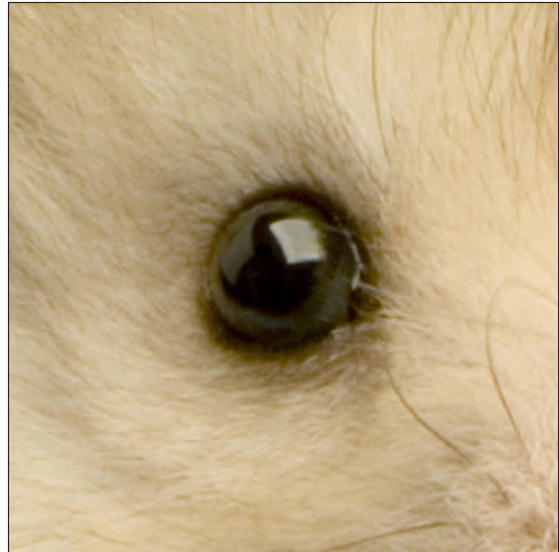
Animal parts cards (Pig)

Animal parts cards (Pig)



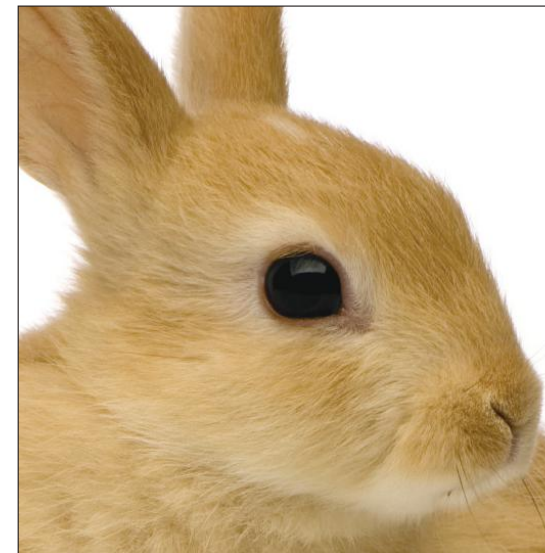
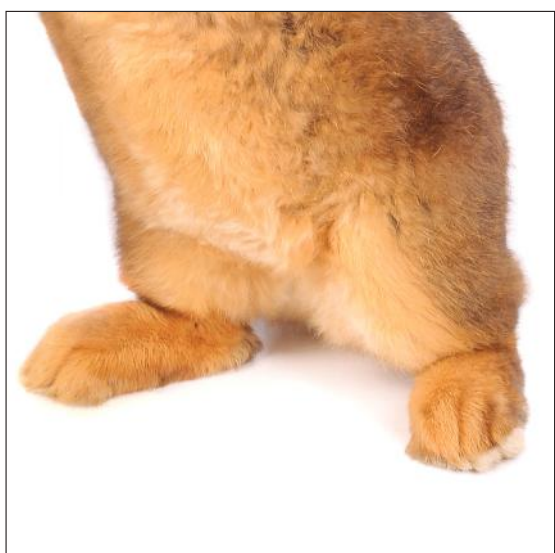
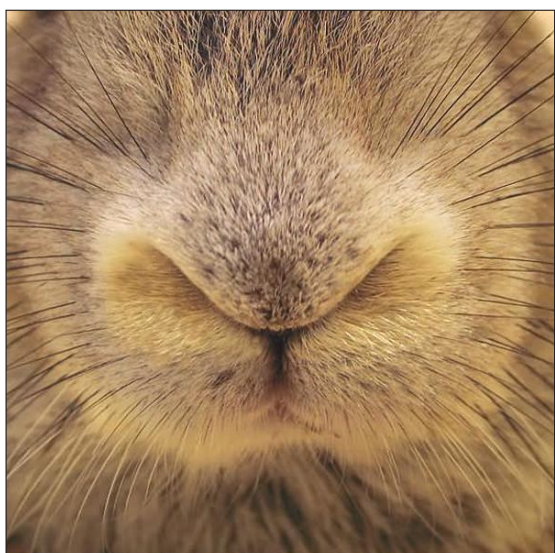
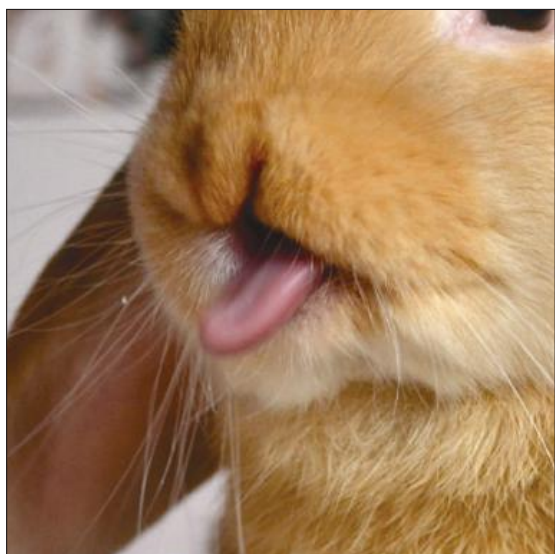
Animal parts cards (Hamster)

Animal parts cards (Hamster)



Animal parts cards (Rabbit)

Animal parts cards (Rabbit)



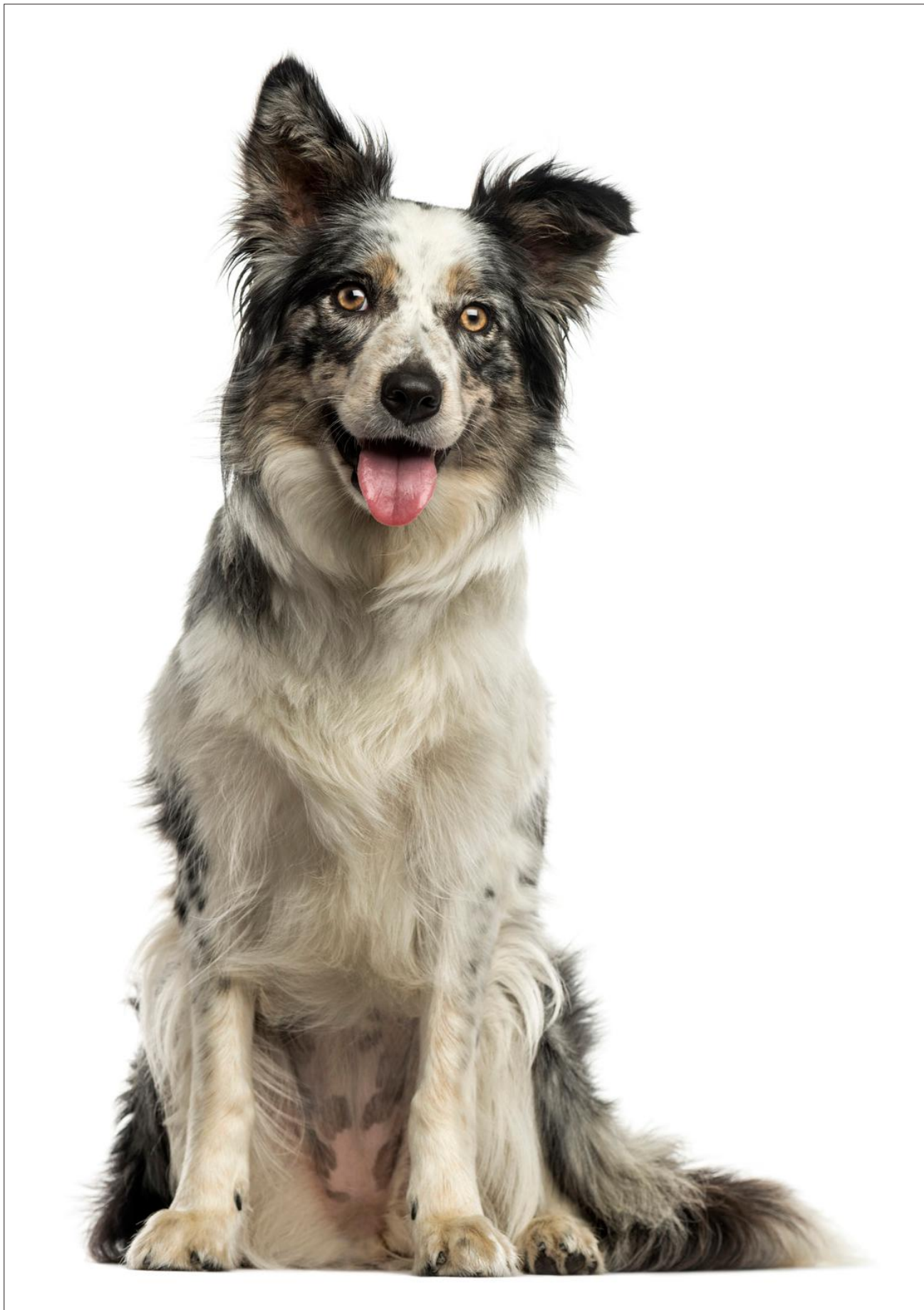
Animal parts cards (Human)

Animal parts cards (Human)



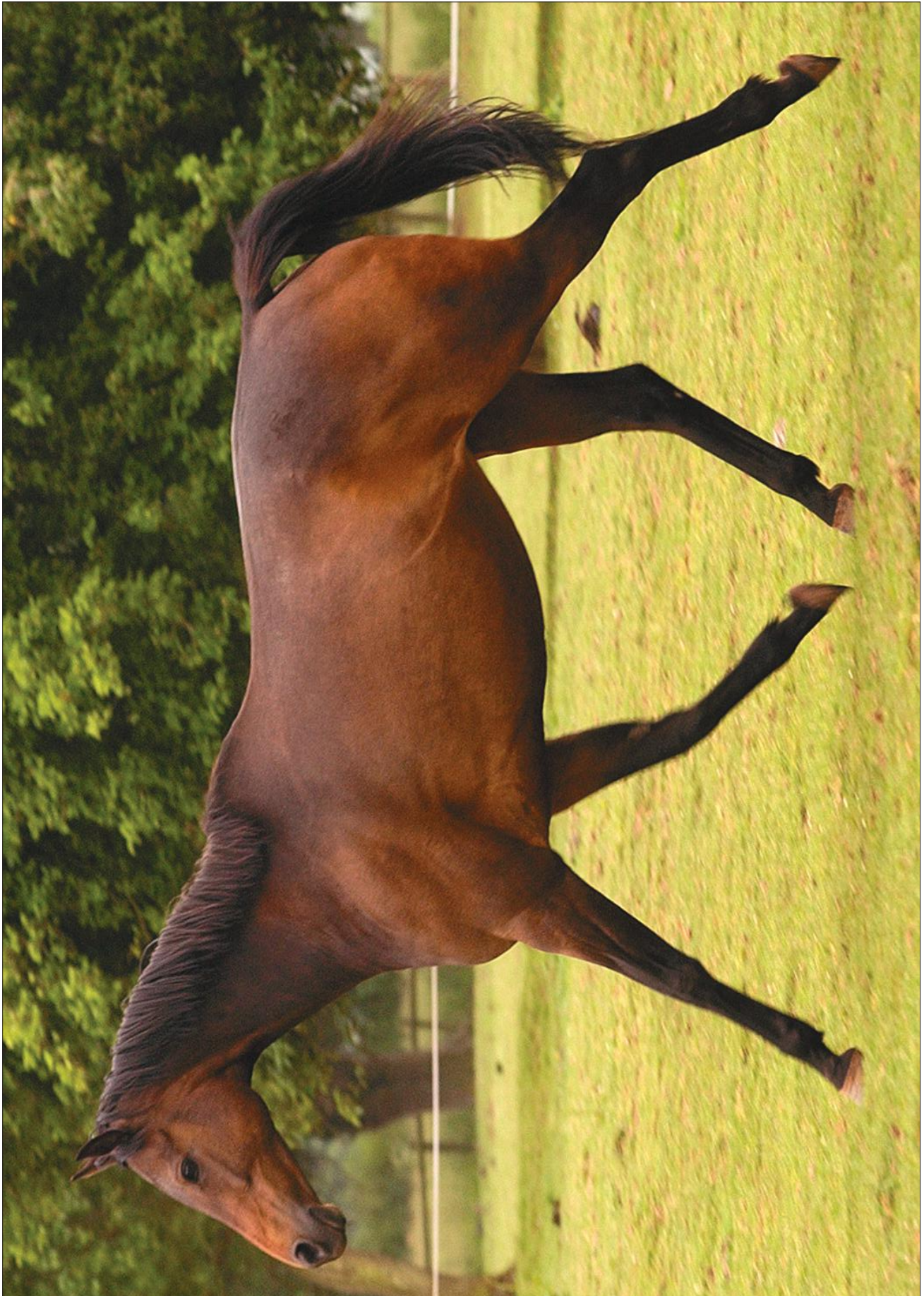


Animal pictures (Dog)





Animal pictures (Horse)





Animal pictures (Cat)





Animal pictures (Pig)





Animal pictures (Hamster)





Animal pictures (Rabbit)





Animal pictures (Human)

