

## About Animals

### How to use the activity

This activity introduces children to different types of animals with activities to: sort items into different categories; or by matching together two set of cards.

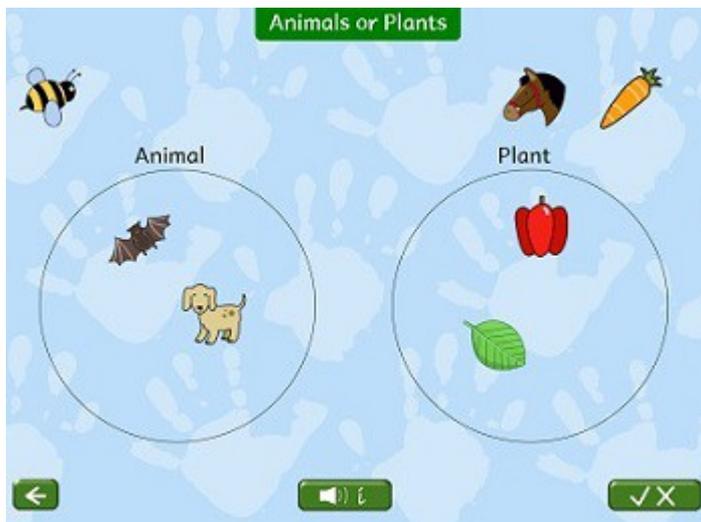
### Sorting Activities

There are two sorting activities,

- Animal or Plant
- Type of Animals

In these , children sort items, by dragging the animals from the top of the screen into the appropriate circles lower down on the screen. Once an item has been placed, it may subsequently be moved.

There is a button which enables children to test whether items have been placed in the correct areas.

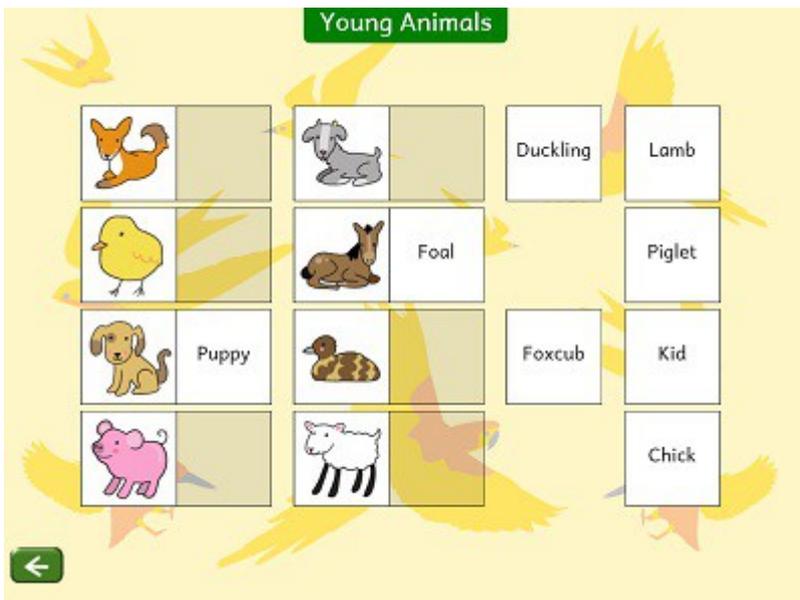


### Matching Activities

There are three matching activities,

- Young Animals
- Animal Sounds
- Creatures with Wings

Here, children match the cards by dragging a card from the right of the screen to the matching card on the left of the screen. If the card is placed incorrectly, there will be a warning sound, and the card will be placed back on the right.



### Reporting

For both the sorting and matching activities, there is a reporting page, which allows the number of correct and incorrect answers to be seen. There is an option to allow the reporting to be reset. (The reporting information is stored in the browser memory of the computer).



### Prior Knowledge

- familiarity with dragging items on the screen (using a touch device or with a mouse or other pointing device)
- Some vocabulary will be needed, for the titles of the circles in the sorting activities, or the words on the cards in the matching activities.

### Learning Outcomes

Children will be able to know, and identify a number of common plants, animals and birds

Children will be able to match baby animals to their parents

To recognise that the same animal can have different names dependant on its age.

### How the activity could be used in the classroom

Using the sorting activity is an extension of children being able to sort physical objects in the classroom. It can be used by children individually, or in pairs or small groups to foster co-operation and discussion.

### Ideas for work away from the computer

Can children name any other animals? Can they name any other animals with names for their young?  
Discuss animals that have different names for the males and females (eg ducks: drakes and ducks, fox: dog and vixen)

Following on from the activity called 'creatures with wings', encourage children to discuss the different types of birds (and other creatures that can fly, such as insects). Some of these can fly, and some can't; some have features; and some have fur.

Visit a farm park to observe animals with their offspring

### Support resources

Online, interactive resources:

- Naming parts of a plant (or animal) <https://www.stormedapps.co.uk>

### Links to Curricula

England - Science National Curriculum

Animals	Year 1	About Animals Identify varieties of common animals
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Wales

Outcomes, Knowledge of the World	Foundation Phase, outcome 2	Sort objects into simple categories
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Outcomes, Knowledge of the World	Foundation Phase, outcome 3	Sort objects and materials according to specific criteria
Mathematics, Using data skills	Reception	Sort and classify objects using one criteria
Mathematics, Using data skills	Nursery	Match pairs of objects or pictures
Mathematics, Using data skills	Nursery	Sort and match sets of objects by recognising similarities
Enquiry	KS2	Pupils should be given opportunity to carry out different types of enquiry, eg classifying, pattern seeking

#### Northern Ireland

The World Around Us	Progression, Foundation Stage	Identify similarities and differences between living things
Foundation		Sort for one criteria

#### NGSS

Mathematics	Measurement and Data	Classify objects into given categories and count objects in each category
	Kindergarten, K.MD(3)	

#### Australia

Year 3	ACSSU044	Living things can be grouped on observable features
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#### New Zealand

Living World Evolution	Levels 1 & 2	Recognise that there are lots of different things in the living world, and can be grouped in different ways
Living World Evolution	Levels 3 (Y4-Y8)	Group plants, animals and other living things into science based classifications

#### Singapore

Diversity	P3 & P4	Recognise the broad group of living things
Diversity	P3 & P4	Classify living things into broad groups, based on similarities and differences