

SNAPSHOT ASSESSMENT: NAME THAT ANIMAL!

Year group: 1 | Module: OCW: Animal Antics. Whole module | Module 2: Looking at Animals. Lessons 1, EL1, EL2, EL3

Curriculum statement:

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Activity instructions

Ideal for individuals or small groups. Lay out the 5 animal group name cards at the top of the table in front of children, announcing each one as you do so to ensure that reading ability does not hinder this task.

Place the photo cards face up on the table in front of the children and ask them to help you shuffle them around.

Ask the children to pick a card showing an animal they know. They should be able to name it and place it with the correct animal group card.

They should be able to explain how they matched each animal to its group. For example: I know this pigeon is a bird because it has wings and can fly.

Continue this activity with five or six more cards of the children's choosing.

Then ask them to choose (from the unused cards, according to those remaining) two more fish, two reptiles, two amphibians, three more birds and three more

mammals. Ask the children to name each animal as they choose it.

Questions to check understanding

What is this animal called? Which animal group does it belong to? How do you know? Can you find another mammal / bird / amphibian / reptile / fish?

Mastery is achieved if the child:

Can select and name at least two mammals, birds, fish, amphibians and reptiles and give a correct reason for choosing them, according to observable features or known behaviour: for example chooses a plaice when asked to find a fish and says they know it is a fish because it has fins and lives in water.



Amphibians

Fish

Reptiles

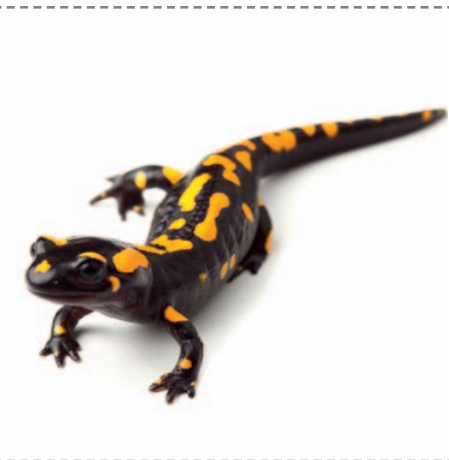
Birds

Mammals



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