



Animals: Needs, Features & Change

LEARNING GOAL

Compare animal body features, basic needs and simple life-cycle changes.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Compare animal body features, basic needs and simple life-cycle changes.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Animal

Use it in your own sentence or explanation.

Feature

Use it in your own sentence or explanation.

Young

Use it in your own sentence or explanation.

Adult

Use it in your own sentence or explanation.

Life Cycle

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to animals.

1

Body features can help animals move, feed, sense or stay safe.

2

Young animals change as they grow; some resemble adults closely and others change more dramatically.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Adult: model the first item. Child: explain what you notice or how you know.

- 1 Compare bird wings and fish fins.
- 2 Match an animal to food/water/shelter needs.
- 3 Order a simple butterfly or frog life-cycle sequence.
- 4 Name one feature that helps an animal move.

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Compare bird wings and fish fins.
- 2 Match an animal to food/water/shelter needs.
- 3 Order a simple butterfly or frog life-cycle sequence.
- 4 Name one feature that helps an animal move.
- 5 Why would gills be useful in water?

SHOW YOUR THINKING

Use the idea in a new way

SCIENCE

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Order a simple butterfly or frog life-cycle sequence.

2 Name one feature that helps an animal move.

3 Why would gills be useful in water?

4 Give one similarity and one difference between a young animal and its adult.

5 Compare bird wings and fish fins.

SHOW YOUR THINKING

Talk 1 Why would gills be useful in water?

Talk 2 Give one similarity and one difference between a young animal and its adult.

Talk 3 What strategy, clue or observation helped you most with animals?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Observe two animal images or safe local animals. Make a same/different chart based on visible features.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Invent an animal for a chosen habitat and explain how two body features would help it survive there.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Why would gills be useful in water?
- 2 Give one similarity and one difference between a young animal and its adult.
- 3 Create one new example that would help another Grade 1 learner practise animals.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Gills enable gas exchange in water.
- Answers vary by animal but must be biologically sensible.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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