

**Objectives**

- To assess whether the children understand that there are both similarities and differences between living things.
- To assess whether they know that different creatures have different life cycles.
- To assess whether they understand that living creatures have similar basic needs.

**Resources**

Pictures of babies and toddlers, pictures of babies and adults of various creatures including herbivores and carnivores; photocopiable pages 'The life cycle of a frog' and 'The life cycle of a butterfly' from the CD-ROM; writing paper; drawing paper; pencils; coloured pencils

**Working scientifically**

- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.

## Humans and other animals

### Revise

- Show the children pictures of human babies and toddlers and ask them to tell you what similarities and differences they can see. Discuss size, weight, how babies can and can't move and how toddlers can talk and babies can't. Repeat this with pictures of babies and adults of other mammals. Make sure that they understand that both babies and adult mammals, including humans, have ears, eyes, noses, legs and arms but that they develop the use of these features at different stages.
- Show them a picture of a lion or similar mammal and ask what they eat. Remind them that meat-eating animals are called carnivores. Show them a picture of a zebra or a cow and ask what they think it eats and remind them that mammals that eat grass and vegetation are called herbivores.
- Ask them to look at the shapes of different carnivores and herbivores. They will see similarities such as four legs, two eyes, fur, noses and ears and so on.
- Discuss some of the differences between carnivores and herbivores – herbivores have flatter teeth for grinding, and some herbivores have longer legs to run quickly and bigger ears to hear better.
- Another main difference between carnivores and herbivores is that carnivore babies are born blind and helpless and herbivore babies are able to walk and run almost immediately after they are born. Ask the children why this happens.
- Remind the children of some of the similar basic needs of all creatures (revised briefly in lesson 1). For example, they all need food, air and space to live in and all living creatures have to eat, breathe, move and reproduce.
- Show the children the life cycle of a butterfly and a frog from the photocopiable pages 'The life cycle of a butterfly' and 'The life cycle of a frog' from the CD-ROM and discuss how they grow in a very different way from mammals and humans. But, remind them that amphibians and insects still need to eat, breathe, move and reproduce – just as we do.

### Assess

- Make sure that the children have paper for writing and drawing and both pencils and coloured pencils. Ask the children to complete the following sentences or answer the following questions:
  - What three things can you do now that you couldn't do when you were a baby?
  - Write down two things that your mother had to do for you when you were a baby that she doesn't have to do for you now.
  - Write down three differences between a carnivorous animal and one that is herbivorous.
  - What do the following creatures eat: lion, cow, frog, butterfly, zebra?
  - All living creatures have to: reproduce, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
  - Draw the life cycle of a frog and label the drawing with these names: 'frogspawn', 'tadpole' and 'froglet'.

### Further practice

- There is a lot of quite difficult material in this lesson but further practice could look at, drawing and labelling the life cycles of birds and/or butterflies.