

Activity - Carnivore, herbivore or omnivore

UK Year 1 programme of study (statutory requirements)

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)

Notes and guidance (non-statutory)

Pupils should become familiar with the common names of birds, fish, amphibians, reptiles, mammals and invertebrates, including pets.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat;

Resources needed

Carnivore, herbivore and omnivore cards

Preparation

Print out the carnivore, herbivore and omnivore cards.

Description of the activity

Open the activity by asking the questions:

- Who likes meat?
- Are there any vegetarians?
- Who likes meat and vegetables?

Hopefully you will get a mixture of responses. Explain that animals are the same and that different animals have different diets.

Introduce the concept of different animals eating different things i.e.: some eat just meat, some eat just plants and some eat both. Link this to the words 'carnivore', 'herbivore' and 'omnivore'. Show the cards as you introduce the concepts to help reinforce the idea.

Explain that the children are going to learn about your animals and what they eat.

Go around each of your animals as part of your farm walk. When telling the children about your animals, involve them in the conversation by asking the following questions:

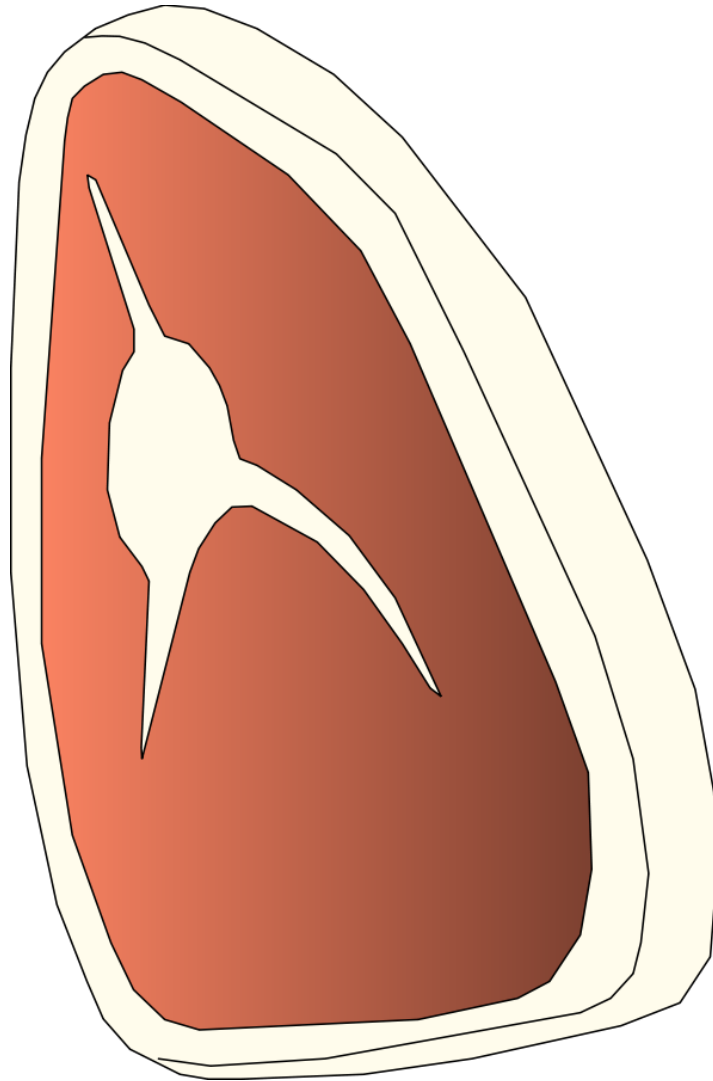
- What is the name of this animal?
- What do you think it likes to eat?

You should discuss the structure of the animal – e.g.: The beef cow has a muscular neck because it is bred for meat; the chicken has big claws on its feet so that it can scratch the ground; the sheep have thick coats because they are used for wool. Ask the children questions about the structure of the animals too. You may also introduce the concept of mammals and birds.

Once you have completed the discussion, hold up the carnivore, herbivore and omnivore cards and ask the children which one they think the animal in question is.



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Carnivore



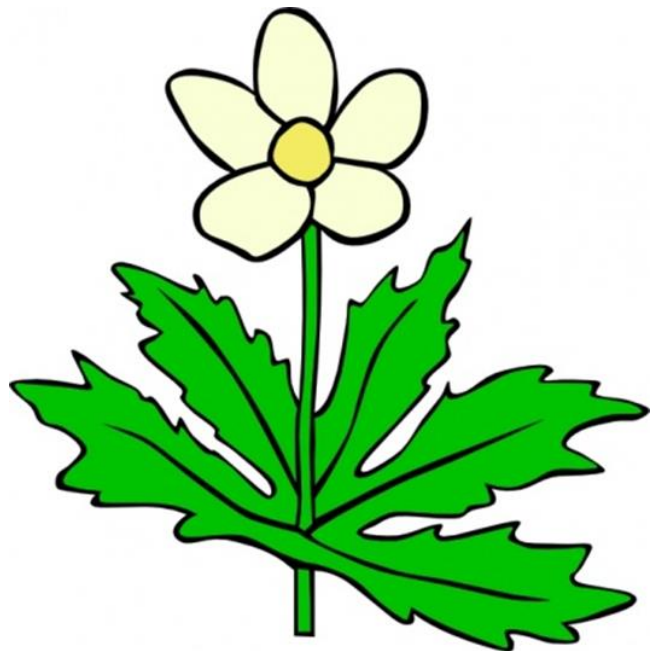
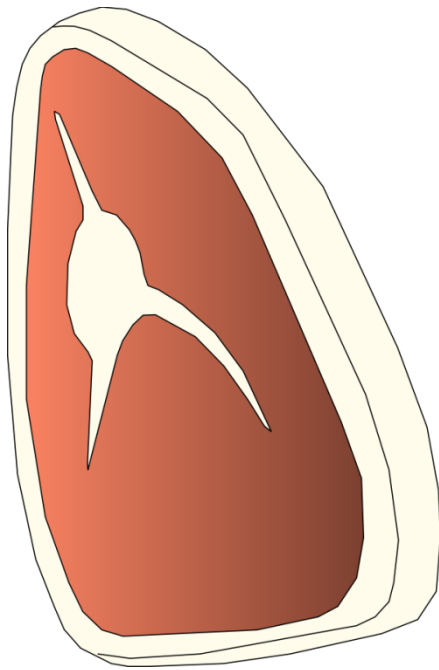
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Herbivore



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Omnivore