



Identifying and naming common plants, animals

Because of its emphasis on identifying and naming living things, this may challenge many teachers, who are not familiar with the names of plants and animals in the school locality.

Teacher confidence can be raised if some 'homework' is done using keys and identification books to name plants and animals found in the school grounds or local park prior to working with pupils.

The curriculum guidance indicates that 'pupils should use the local environment throughout the year' this is because different plants and animals are in the environment at different times, e.g. snowdrops and daffodils in spring, blackberries in autumn whilst butterflies and bees are rarely seen in winter months.

Working scientifically

Understanding seasonal change involves observing change over time e.g. what trees look like, how the environment changes, which vegetables in the school grounds are ready to harvest; pattern seeking e.g. temperature, day length and effects on plants and animals; identifying, classifying and grouping leaves, animals, plants; comparing and researching using secondary sources for further information on plants and animals e.g. life cycles.

Key scientific vocabulary

Amphibians, animals, birds, change, classification, classify, deciduous, evergreen, fish, groups invertebrates, keys, mammals, plants, reptiles, seasons, vertebrates

Link to resource packages

Year 1 Plants: www.nationalstemcentre.org.uk/elibrary/list/7146/year-1-plants

Year 1 Animals including humans: www.nationalstemcentre.org.uk/elibrary/list/7348/year-1-animals-including-humans

Year 2 Living things and their habitats: www.nationalstemcentre.org.uk/elibrary/list/7345/year-2-living-things-and-their-habitats

Was this resource useful?

Try our others on:

- Fossils
- Classification of plants and animals
- Evolution and inheritance
- Digestive system in humans
- Forces – that motion can be transferred using gears and pulleys