

Meet the egg-layers

Sciences | First



Curriculum for Excellence: Experiences and outcomes

Planet Earth | Biodiversity and interdependence

- I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. SCN 1-01a

Success Criteria

- I can name some animals that lay eggs.
- I can sort animals into groups.
- I can explain my thinking using simple scientific vocabulary.

Key vocabulary

Egg, lay, reproduce, mammal, amphibian, marsupial, insect, bird, reptile, young, underground, underwater, nest, protect

Resources needed

- Lesson presentation
- Animal sorting cards

Prior learning

Children should already understand what an animal is. It would be useful if they understand a few different types of animals (e.g. birds, fish, mammals) as well as understanding that animals reproduce (have babies).

Time	Teaching activity	Teacher notes
5 mins	Introduce the lesson using the Lesson Presentation showing the images on the slide. Ask the children what all these animals have in common. Use talk partners or think, pair, share to support children in their thinking.	<i>Children may not know the answer to the question so lead them to think about the theme of the lesson and that we are thinking about egg-layers.</i>
10 mins	Discuss with the children the different types of animals there are, hearing from the children the ones they may already know. Share the different types of animals and their accompanying pictures. Go on to discuss the types of animals that lay eggs and those that do not.	<i>For higher attainers, that may know all the animal groups, you could ask them to name one feature of one type of animal to extend their thinking.</i>

Time	Teaching Activity	Teacher Notes
20 mins	Sort the children into mixed ability pairs or groups. Give each group or pair of children one of the Animal Sorting Cards . Explain that they need to sort the animal pictures into animals that lay eggs and animals that don't lay eggs. Circulate around the class as the children are completing the activity. Encourage children to reason how they know that the animal does or doesn't lay eggs. If children finish the activity early, they could be extended to create their own 'mystery animal' clue, describing features of an egg-laying animal for the class to guess.	<i>Some children could be given a smaller set of the Animal Sorting Cards to make the task simpler for them. For additional challenge, children could be asked to justify their choices using scientific language 'Because this animal is a reptile...'. </i>
10 mins	Ask the children which animals they found easy to sort and those that they found a bit more difficult. Why was this? Share the correct answers with the children and then discuss the information about animals they may find surprising.	<i>If necessary, you could provide children with sentence stems to support them 'I found___ easy/hard because....'</i>
10 mins	Lead the children in the egg or not activity and the final slide to reinforce what they have learned.	<i>Children could be grouped into mixed-ability pairs for this activity.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Teachers can assess children by looking for reasoning skills around their decisions in the sorting activity. Can children explain why they chose to sort the animal into the side they chose?
- By the end of the lesson, are children able to identify at least one animal that does and does not lay eggs? Are some children able to understand that not all animals that are the same type will all lay eggs e.g. not all fish lay eggs?

Suggestions for future learning

- This lesson would pair perfectly with the British Lion Eggs KS1 lesson packs, continuing the theme of learning about eggs.

Home learning opportunities

- Children could create a 'mystery animal' clue for their family at home to guess.
- Children could research different types of eggs and draw them. These could then be used for an egg display in the classroom.