



15-20 minutes

PLANTS AND ANIMALS



To develop the ability to use substitute signs and symbols to represent real objects
To introduce the concept of classification - use specified categories to group living things
To develop the ability to distinguish between plants and animals
To develop the ability to distinguish between living (animate) and non-living (inanimate) things



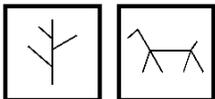
❖ 'Living things' picture cards (when playing with the cards face down, do it on a dark surface, or print them on card - so your child can't see through them)



❖ 'Non-living things' picture cards



❖ Sample symbols for the plants and the animals



- ❖ 2 sheets of A3 paper
- ❖ 2 square pieces of card or paper, approx. 8cm x 8cm, or 2 large, square sticky notes



Alive/Not Alive: Spread all the picture cards on the floor and help your child group them into two 'families': living things and non-living things. Then name a picture that belongs to one of the families - if it is alive, your child should jump; if it is not alive, they should stand still. Repeat until you've done it for all or almost all of the picture cards. Go faster/slower to catch them out!

Plants and Animals: Take away all the pictures of non-living things. Spread the pictures of the plants and animals on the floor, without saying what those two families are, and ask your child what they all have in common - they're all living things.

Use each A3 sheet of paper as a 'house' for each family. Ask your child to divide the living things into two families so that similar things find themselves with other members of their family - putting the pictures on top of the paper. If your child can't work it out independently, explain that they should group the plants in one family and the animals in the other. Explain: *This is how biologists, people who study living things, like to do it.*

Symbols: Then ask your child to invent symbols for the plant family and the animal family to label the houses with. Let them make suggestions, choose their best ones or show them how to draw their own version of the symbols given on the 2 square pieces of card or paper, or the sticky notes. Get your child to put their final animal and plant symbols onto the right 'houses'.

Ask your child about the differences between plants and animals. Help them reach the following conclusions: *Plants make their food themselves, using their leaves - they need sunlight, air and water to do this. Animals cannot make their own food. But animals can move on their own, and plants cannot.*

Herbivores, Carnivores and Omnivores: Look at each animal picture in turn and talk about what it eats. Divide the animals into two 'families' within the 'house' - explain that the plant-eaters are called herbivores and the meat-eaters are called carnivores. Discuss that people and some animals can eat both meat and plants, and so are called omnivores.

You could also talk to your child about how a few plants are also carnivorous, like the Venus Flytrap. You may want to discuss people's food choices too, whilst talking about humans also being carnivores - how some choose to eat meat or not, or some types of meat, for religious or personal reasons.



Play 'Living Together': Collect all the living things picture cards and put them face down. Ask your child to turn over two cards and say the names of the living things; whether they are plants or an animals; if it is an animal, whether it is a meat eater or a plant eater; whether or not one would eat the other, and if so, which would eat which.

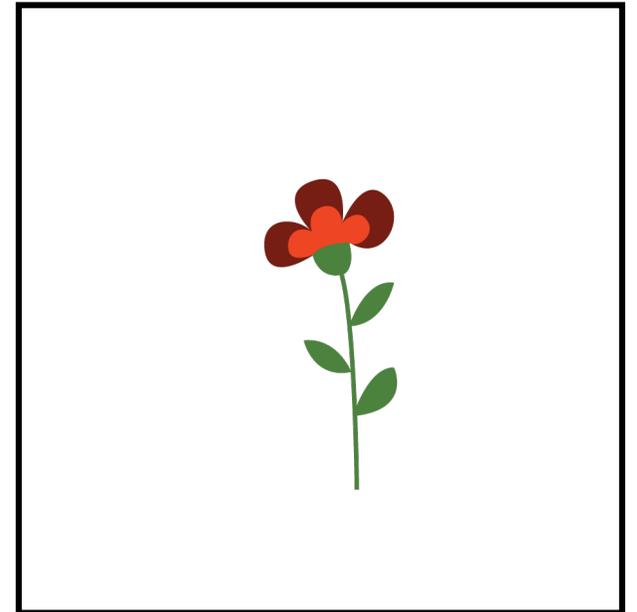
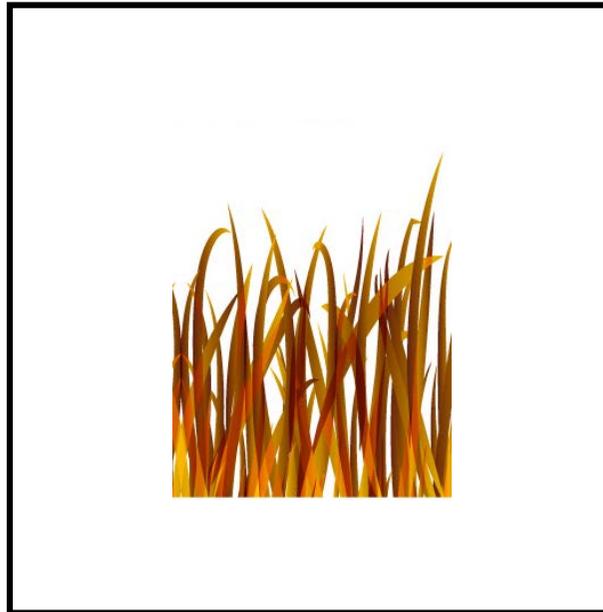
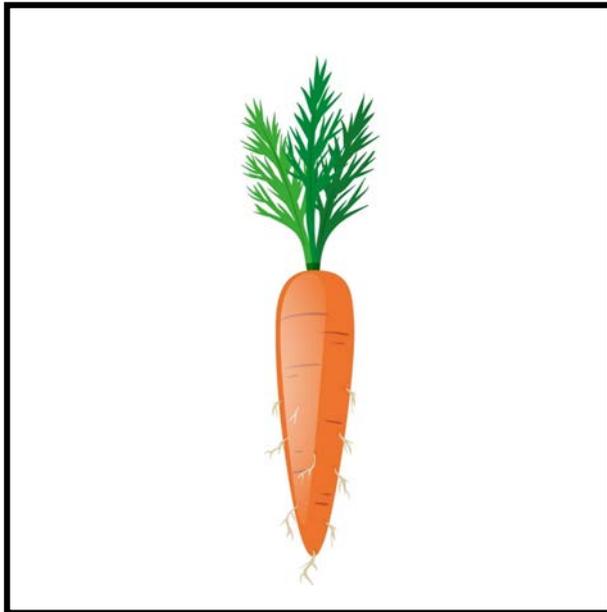
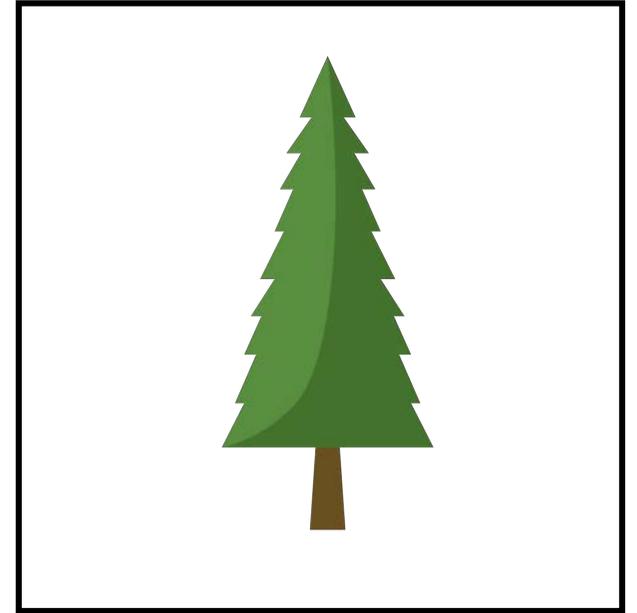
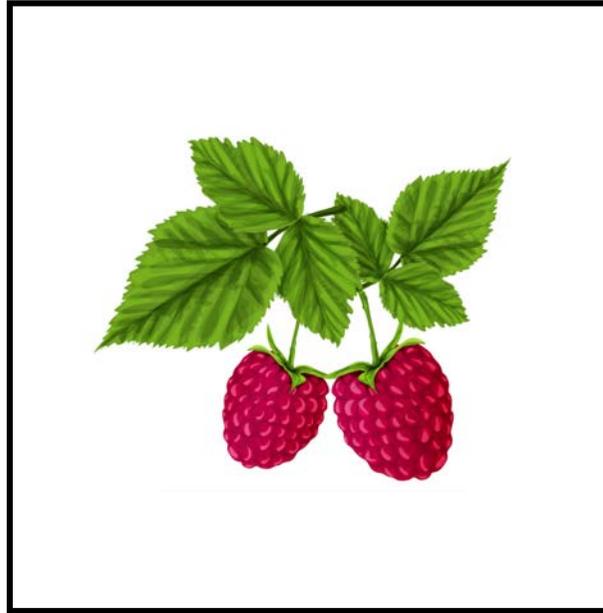
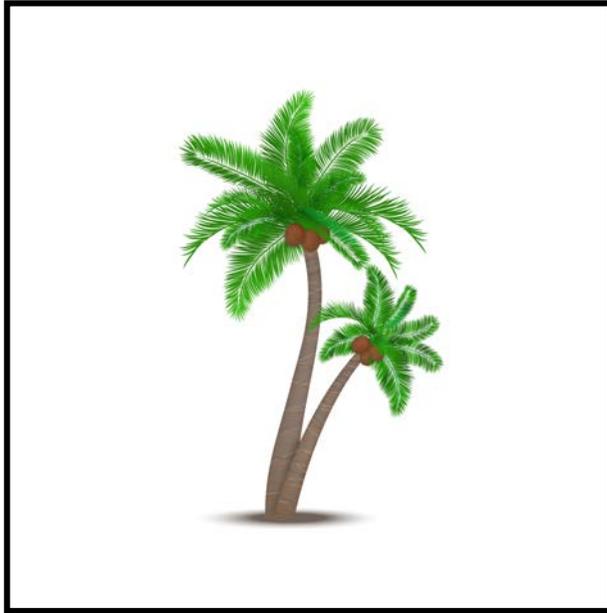


Your child can differentiate between living and non-living things.
Your child can classify living things as plants or animals.
Your child can classify animals as meat-eaters or as plant-eaters, or as both.

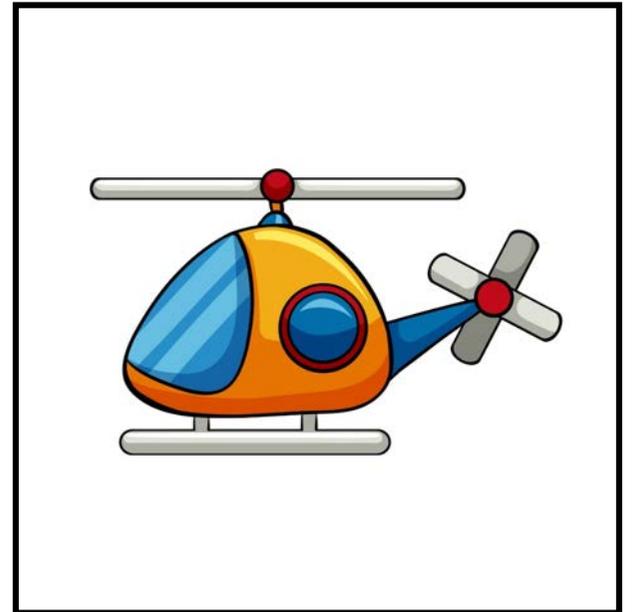
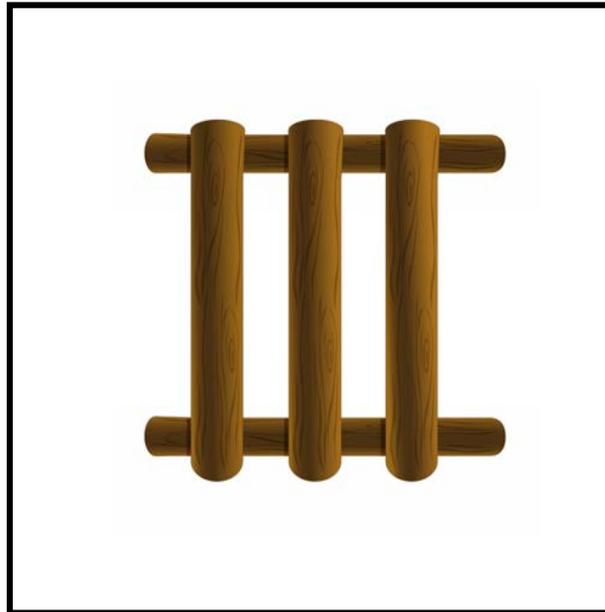
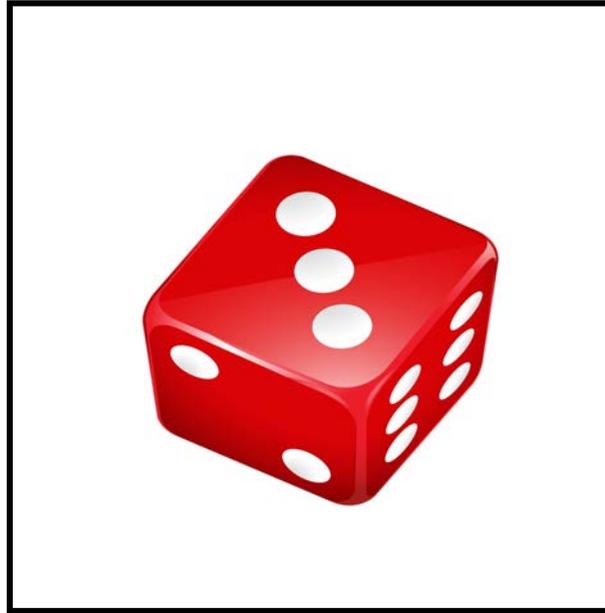


KEY TO LEARNING
@HOME

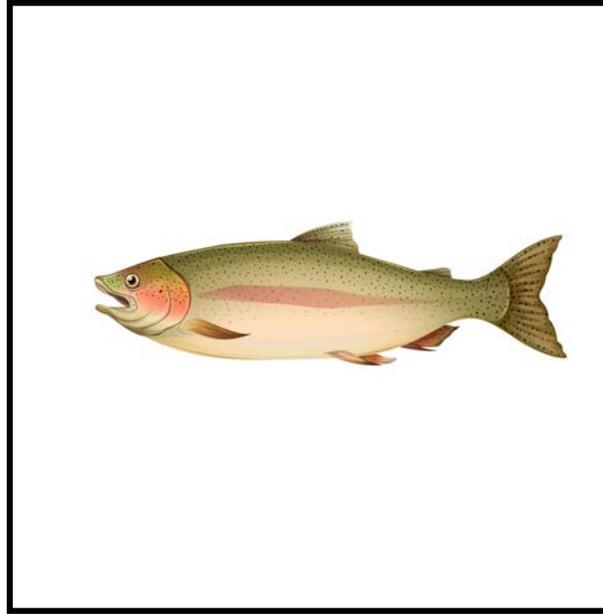
Cut out each picture card separately (plants).



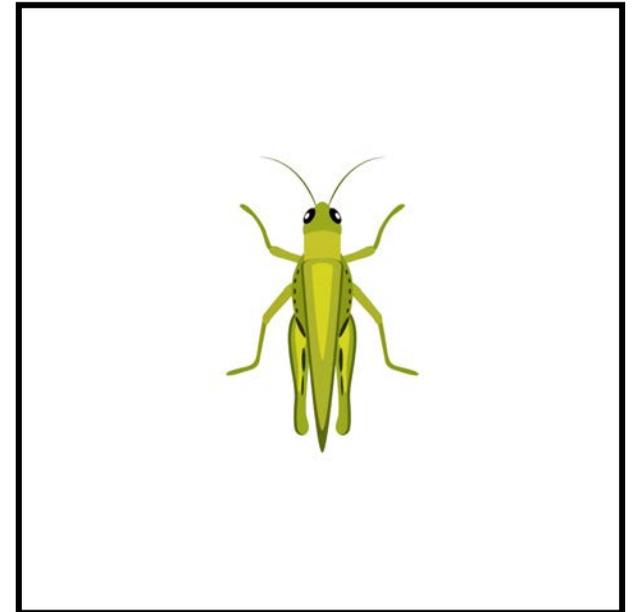
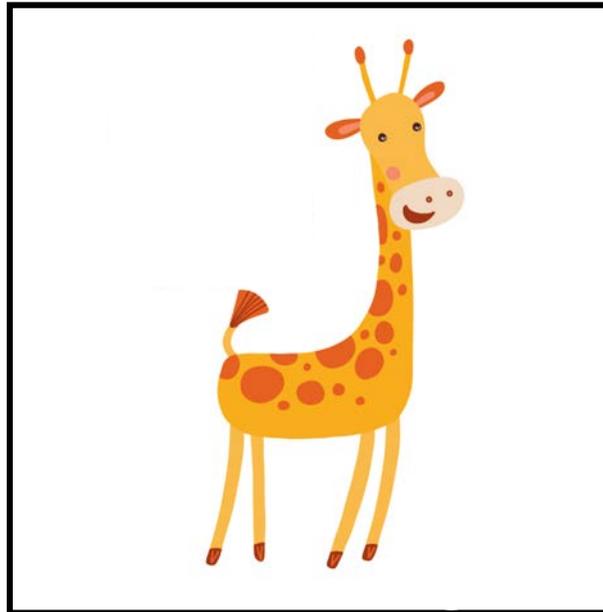
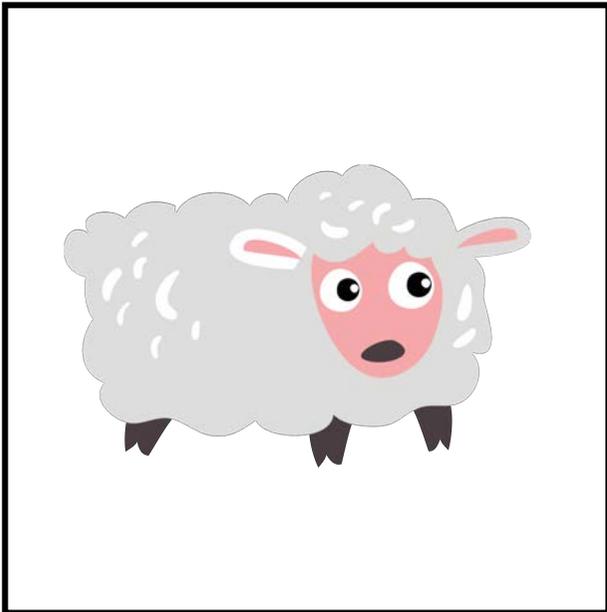
Cut out each picture card separately (inanimate objects).



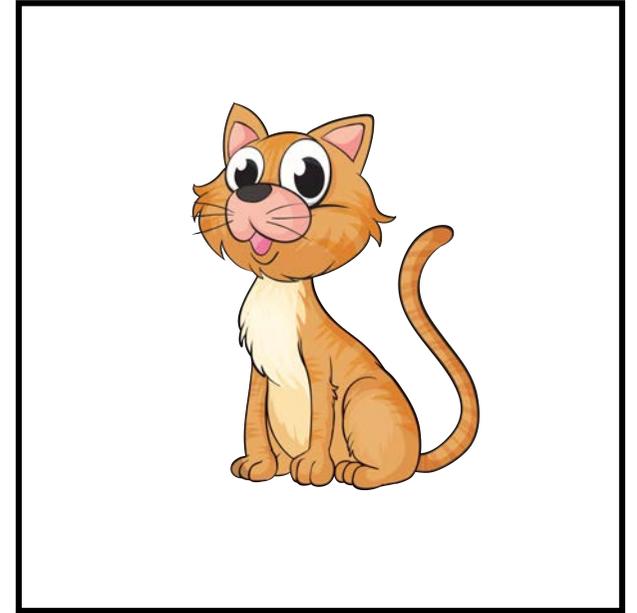
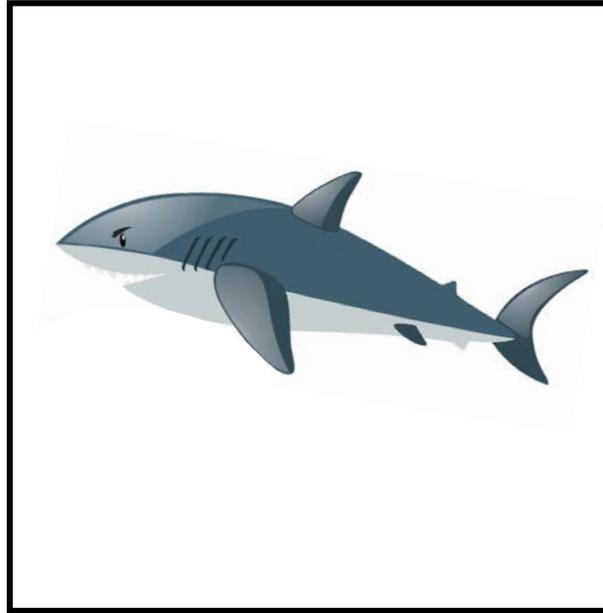
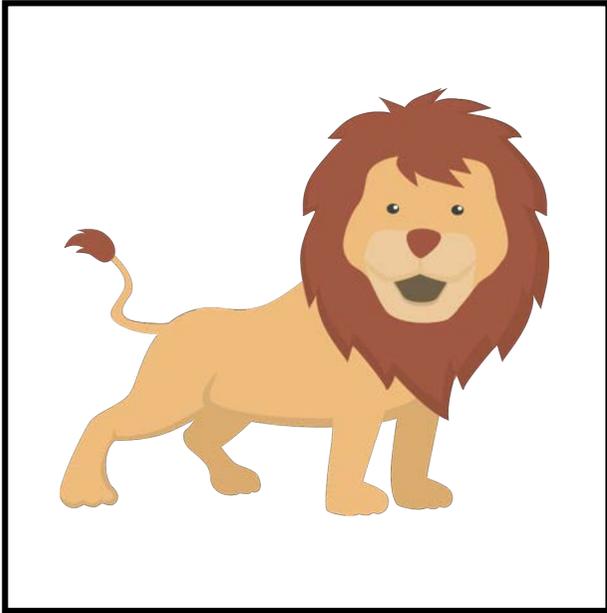
Cut out each picture card separately (animals - omnivores).



Cut out each picture card separately (animals - herbivores).



Cut out each picture card separately (animals - carnivores).



Cut out each sample symbol.

