



Animal groups, coverings and body parts

What this pack helps with

Identify five common animal groups, compare visible structures and coverings, sort by stated rules, and ask a safe answerable question.

Before you start

Read names aloud and use the supplied pictures/facts. The child may point, speak, draw or use adult scribing.

What you need

Pencil, scissors only with adult support for optional card sorting, and an optional animal photograph or video.

Use and safety

Use photographs or observe wildlife from a safe distance. Do not catch, feed or touch a wild animal. Record “not sure” until identification is checked.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain answers, rubrics and next steps. Colour is optional.

Scope and source

This pack uses common examples and does not prove exhaustive group knowledge, animal handling competence, diet classification, egg-laying, life cycles or mastery. DfE Year 1 Animals, including humans, and KS1 working scientifically (England; OGL v3.0). Original TheLearnDen tasks; not an official assessment.



OBSERVE, GROUP AND COMPARE

Animal groups, coverings and body parts

1. animal groups



salmon



frog



lizard



robin



cat

Draw a line from each animal to the best word.

mammal

bird

reptile

amphibian

fish

2. animal coverings



salmon



frog



lizard



robin



cat

Draw a line from each animal to the best word.

fur or hair

feathers

dry scales

moist skin

scales



OBSERVE, GROUP AND COMPARE

Animal groups, coverings and body parts

3. animal parts



salmon

fins

animal: _____



frog

long back legs

animal: _____



lizard

tail and four legs

animal: _____



robin

beak and wings

animal: _____



cat

paws and whiskers

animal: _____

4. compare animals

A robin and a cat both have eyes.

☐ true ☐ false

Only the salmon has a backbone.

☐ true ☐ false

A robin has feathers; a cat has fur or hair.

☐ true ☐ false

Every animal moves in the same way.

☐ true ☐ false



OBSERVE, GROUP AND COMPARE

Animal groups, coverings and body parts

5. sort animal cards

Choose one rule. Put every named animal in one category row.
Leave unused rows blank.

animal group

body covering

how it usually moves in the pictured example

Animals to sort: salmon · frog · lizard · robin · cat

Category name	Animal name or names

My rule: _____

6. animal observation

animal or photograph

parts seen

covering seen

movement seen or not observed

group, or not sure



OBSERVE, GROUP AND COMPARE

Animal groups, coverings and body parts

7. animal question

How are ____ and ____ the same?

How are they different?

Which group might ____ belong to?

What evidence would help?

My question:

Evidence I could use:



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Respond to the evidence

Fixed keys check the printed model. Open tasks are assessed against the actual observation, sort, question or conclusion.

1 salmon: fish; frog: amphibian; lizard: reptile; robin: bird; cat: mammal

Salmon—fish; frog—amphibian; lizard—reptile; robin—bird; cat—mammal. Use the five broad Year 1 animal groups. A single example does not describe every member of a group.

Look for: Each named animal is placed in its accepted group. The child treats the group as a classification, not a habitat. **Next:** Name another familiar animal and check its group with a reliable book or adult.

2 salmon: scales; frog: moist skin; lizard: dry scales; robin: feathers; cat: fur or hair

Salmon—scales; frog—moist skin; lizard—dry scales; robin—feathers; cat—fur or hair. These describe the pictured common examples. Do not infer that a covering alone always identifies an unfamiliar animal.

Look for: Bird feathers and mammal fur/hair are distinguished. Frog skin is distinguished from fish/reptile scales. **Next:** Compare two coverings using a photograph; do not touch a wild animal.

3 salmon: fins; frog: long back legs; lizard: tail and four legs; robin: beak and wings; cat: paws and whiskers

Salmon—fins; frog—long back legs; lizard—tail and four legs; robin—beak and wings; cat—paws and whiskers. Match the visible structures in the supplied drawings. Real individuals vary; injury or difference does not change whether an animal belongs to its group.

Look for: The selected parts belong to the pictured animal. The learner uses visible evidence rather than where the animal was found. **Next:** Choose two animals and name one part they share and one part that differs.

4 true, false, true, false

True, false, true, false. All five named groups are vertebrate groups, so the robin, cat, salmon, frog and lizard have backbones. Keep movement comparisons tied to observed examples.

Look for: A shared part and a structural difference are recognised. The learner rejects an absolute claim about all animals. **Next:** Explain one answer using “I noticed...” and visible evidence.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Respond to the evidence

Fixed keys check the printed model. Open tasks are assessed against the actual observation, sort, question or conclusion.

5 Adult-assessed evidence

Example: sort by animal group into fish, amphibian, reptile, bird and mammal. Another valid sort may use the printed covering or movement evidence. Accept a consistent stated rule and placements supported by the supplied facts. Different valid sorts are expected. Unused category rows may stay blank.

Look for: The rule is stated before or after sorting. Every placement follows the same rule. The worksheet has enough rows for all five animal-group categories. **Next:** Re-sort the same cards with a different observable rule.

6 Adult-assessed evidence

Example only: robin photograph—beak, wings, legs—feathers—flying shown—bird. Record the actual evidence. Use a clear photograph/video or observe from a safe distance with an adult. “Not sure” is valid until the identification is checked. Do not catch, feed or touch a wild animal.

Look for: At least two visible features are recorded. The group claim is supported or left as not sure. **Next:** Check the name/group using a reliable secondary source and add one corrected fact if needed.

7 Adult-assessed evidence

Example: How are a robin and a cat different? I could compare their coverings and body parts in photographs. Accept a simple answerable question about the supplied animals plus a sensible observation, photograph, video or book-based way to gather evidence.

Look for: The question can be answered with observable or checkable evidence. The proposed method does not disturb an animal. **Next:** Gather one piece of evidence and say whether it answers the question yet.