

# Session Outline

## KS1 & 2: The Birds and the Bees (An Introduction to Animal Reproduction)

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

<p><b>National Curriculum links:</b> KS1 &amp; 2 programmes of study - Science: working scientifically, animals, living things and their habitats</p>		
Learning Objectives	Session outline	Evaluation of Learners progress
<ul style="list-style-type: none"> <li>Learn about some of the different breeding processes which animal groups display (i.e. egg laying vs. live birth).</li> <li>Identify taxa which undergo extreme lifecycle changes (i.e. amphibians or arthropods).</li> <li>Discover the process of “natural selection” through activities relating to survival and fitness.</li> <li>Learn some of the interesting names given to young of different species.</li> </ul>	<p><b>Introduction</b> The class will have a brief welcome and introduction to the day. We will discuss some of the different ways that young are born/hatched and which animals might reproduce in this way.</p> <p><b>Activities</b> Students will learn about “the birds and the bees” through interactive activities. They will discover different taxa and how they reproduce by discussing where certain baby animals come from; take a look at life cycles and discover the changes an animal undergoes; and learn how natural selection takes place with a game of “evolution”.</p>	<p>To include: Discussion with children before, during and after the visit. Photographs which you may take for post visit discussions, displays and activities.</p>
Pre-Visit activities	Post Visit activities	
<p>Watch some of the videos provided on the STEM website: <a href="https://www.stem.org.uk/resources/elibrary/resource/36134/life-cycles">https://www.stem.org.uk/resources/elibrary/resource/36134/life-cycles</a></p> <p>Ask students to bring in a photograph of themselves as a baby (if the class are happy to share these pictures). Students can try to guess who’s baby photo is who, and then discuss the changes that their bodies have been through.</p>	<p>Do a poster or presentation project on an animal’s life cycle (this can be from any taxa) – students should write whether their animal lays eggs or not, what the baby of their species is called, and if/how their parents look after them.</p> <p>You can advance the above challenge by asking students to do their projects on an animal that breaks or bends the rules – i.e. a fish that gives live birth, a bird that doesn’t look after its own chicks, or a mammal that lays eggs.</p>	