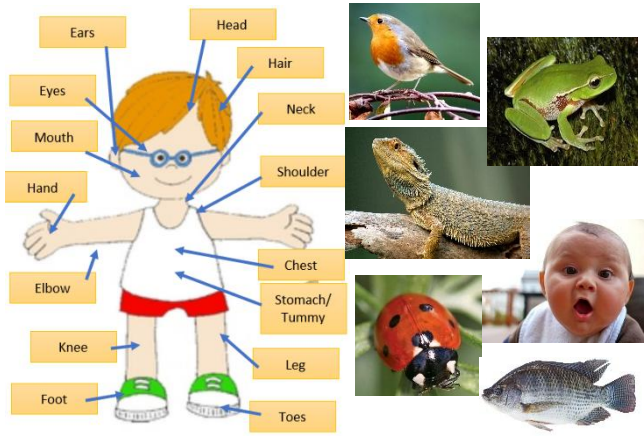


Autumn 1 and 2 Year 1 Science Knowledge Organiser

Animals Including Humans

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Amphibian	Lives on land and water.		<u>Our senses</u> We have 5 senses. Sight Smell Hearing Touch Taste
Bird	Warm blooded and lays eggs. The body is covered in feathers.		
Carnivore	Eats meat.		
Fish	Lives in water and has fins for swimming and gills for breathing.		
Herbivore	Eats plants.		
Insect	Have bodies with 3 segments and is protected by hard shell.		
Mammal	Warm blooded vertebrates.		
Minibeast	Small creatures without backbones.		
Omnivore	Eats plants and meat.		
Reptile	Cold blooded with skeleton inside body, dry scales, or hard skin.		
Vertebrate	Has a backbone.		
Scientific Enquiry Skills		Writing/Provision/ Enrichment opportunities	<u>There are 6 main animal groups.</u> Insects Mammals Birds Amphibians Reptiles Fish There are lots of other animal groups too!
Scientific Enquiry Skills		Working Scientifically Skills	
			

Presentation	Working Scientifically and Scientific Enquiry Assessment		
	Children can observe and describe what they see using everyday language. Children may be able to label some basic body parts with support.	Can use observation, video and pictures to help compare, identify and group parts of the body. Uses some scientific language related to parts of the body.	Can identify many body parts using own subject knowledge, videos, observations, and pictures. They are confident and fairly independent in identifying different body parts.
	Can test out some ideas and can classify with support from peers or an adult.	Begin to recognise ways to answer scientific questions. Experience different types of enquiry including practical activities. Can carry out different tests to classify.	Can carry out simple tests to classify with more independence and own ideas.
	- Shows curiosity about objects, events and people. - Questions why things happen. - Can make simple predictions based on experiences. May make a simple guess verbally.	- Can make basic predictions over things they can see or their own ideas and explorations. - Can use some scientific vocabulary in a simple explanation or written response.	Can relate their prediction based on where they might have encountered the smell before and relate to real life experiences. They can give explanations using some detail.
	Children question why animals have different features. They ask question to clarify understanding. They may come up with a category to sort but need support with labelling.	Children will come up with suitable questions to sort animals. They can ask yes and no questions to sort and classify.	Can ask simple questions relevant to the topic. Can come up with multiple questions to sort animals.
	Children develop own narrative and can explain some basic features which are the same and different.	Children can make comparisons and recognise some similarities and differences.	Can communicate findings using scientific vocabulary when noting similarities and differences.
	- Can order items. - Can sort in more than 2 groups using familiar categories.	- Can using sorting rings to classify in more than 2 groups answering yes or no questions. - Can sort using a simple 2 criteria Venn diagram.	- Can identify and classify. - Use simple keys based and yes or no questions. - Can sort into 2 groups explaining their reasons clearly.
	Children may need support to complete their table so that they can read and understand the data.	Children can complete a simple table of results, which is prepared for them. They can add own marks to a chart to collect simple data.	Children can use prepared charts to collect data independently. They can choose appropriate marks to collect data and count their marks accurately to make a basic comparison.
	Children can take pictures of things that match the criteria but are unable to record. They can draw simple pictures and explain their drawings.	Children can record their findings using simple drawings or words.	Children record their observations using drawings or writing and some scientific language.
	Children are able to draw the main parts of the mini beast but may lack detail or depth to their drawing.	Children can make careful observational drawings noticing details of the mini beasts and can add extra detail.	Children can make very detailed drawings of the minibeasts and can add small details to make the drawing look quite realistic.
	Children can describe the birds they see and with support can identify the bird.	Children can use the bird ID cards to describe and identify the birds they have spotted in the natural environment.	Children can use the ID kits and other secondary sources to identify a range of birds spotted in the environment.