

Knowledge Organiser

Science

Year 1

Summer 2

Animals

Previous learning:

- Life cycles (EYFS – Spring 2)
- Animals and mini-beasts (EYFS – Summer 1)

Key Vocabulary	Objectives <i>taken from Progression Document</i>	Key Knowledge
<p>omnivore carnivore herbivore amphibians reptiles mammals structure vertebrae scaly gills</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Find out and describe how animals look different to one another.</p> <p>Group together animals according to their different features.</p> <p>Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.</p> <p>Animals have senses to explore the world around them and to help them to survive.</p>	<p>Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair.</p> <p>Animals have certain diets.</p> <p>Humans (and other animals) find out about the world using their 5 senses.</p> <p>Children will be able to identify, name, group and compare a variety of common animals.</p> <p><u>Extended Knowledge</u> Children may compare the structures of animals, and describe the similarities and differences.</p>

Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy.

Animals are alive; they move, feed, grow, use their senses and reproduce

Working Scientifically

TAPS Assessment

Animals Classification

Review: Identify and classify

Concept context

Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores.

Possible opportunities:

Classifying

- Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so.
- Classify animals based on physical structure.
- Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.)

Observing over time

- Observe animals in the local environment throughout the year.

Pattern seeking

Children generate questions for investigation such as:

- Do all animals with have?

Researching

- Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird).
- Research what animals they have first-hand experience of eat.