



# Year 1 Animals including Humans

## Science Knowledge Organiser

Knowledge

Skills

Vocabulary



### Knowledge Progression

What are the names of the different parts of our bodies?

What can our different senses do?

How can you identify mammals?

How can you identify fish?

How can you identify birds?

How can you identify reptiles?

How can you identify minibeasts?

What is the structure of a pet?

### Curriculum Coverage

Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).

Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

### Skills Progression

To be able to observe closely, using simple equipment.

To be able to record data in a table.

To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals.

To be able to use secondary sources to find out more about animals.

To be able to sort and group animals with some help.

To be able to record data in simple ways.

### Scientific vocabulary

Birds, fish, amphibians, reptiles, mammals and invertebrates, feathers, scales, gills, fins, hair, land, water, backbone, skeleton, carnivores, herbivores, omnivores Meat, plants, (Common parts/structures of animals) (Names of animals that the children keep as pets).

### Scientific enquiry

What is a human? What is an animal? What senses do we have? How do we identify different animals? What is the structure of an animal? Is it different/the same as a human? What is a carnivore? What herbivore? What is an omnivore?

