



Knowledge	
How can we group these animals?	<p><b>Identifying and classifying</b>                      Fish: goldfish, cod, shark, salmon.                      Reptiles: snake, lizard, crocodile                      Birds: robin, owl, sparrow, woodpecker                      Amphibians: frog, toad, newt                      Mammals: cat, dog, horse, sheep</p>
Can we describe the structure of the animals?	<p><b>Identifying and classifying</b>                      Beak, mouth, feathers, wings, legs (including amount), hair, scaly skin, fins, tail, webbed feet.</p>
Can we say how the animals are similar and different?	<p><b>Comparative Testing</b>                      Using video and images to compare animals in and out of the same Classification. Building on the structure of the animals.</p>
Is there a pattern in the types of animals and what they eat?	<p><b>Pattern Seeking</b>                      Identify what the animals eat e.g. straw, grass, plants, insects, other animals such as mice etc. Classify the animals by what they eat (herbivore, omnivore, carnivore).</p>
How are pets different to animals?	<p><b>Research</b>                      Look at how we treat pets and how they are different to animals living in the wild.                      E.G. Frog as a pet and frog in the wild.</p>
Do animals change over time?	<p><b>Observing over time</b>                      Consider animals that change over time and why. E.G. sheep loose their wool.</p>
Do we know the parts of the human body?	<p><b>Identifying and classifying</b>                      Name and identify the parts of the human body.                      The skeleton, skull, skin, head, neck, arms, elbows, arms, fingers, chest, 'tummy', legs, knees, feet and toes</p>
Can we explain how animals and humans are the same?	<p><b>Comparative Testing</b>                      Look at animals and humans and say what parts are the same.                      E.G. Horse as legs and hair. Cats and dogs have mouths. Humans are Omnivores.</p>
Why are animals important?	<p><b>Research</b>                      Consider why we need animals.                      Sheep: wool                      Salmon: food                      Chickens: eggs</p>
How do we use our body parts and senses?	<p><b>Observing over time</b>                      Explore different ways we use our body parts and how they are linked to our senses.</p>



## Vocabulary

<b>Reptiles</b>	Animals that have a dry scaly skin and typically lay soft-shelled eggs on land.
<b>Amphibians</b>	Animals which breathe through gills and have cold blood.
<b>Mammals</b>	Animals which have hair or fur and feed their babies themselves.
<b>Birds</b>	Have feathers, wings, beak and typically can fly.
<b>Fish</b>	Has gills and fins . Lives in water.
<b>Carnivores</b>	Eats only meat
<b>Herbivores</b>	Eats only plants
<b>Omnivores</b>	Eats a mixture of plants and meat.
<b>Senses</b>	Something we use to help understand objects and feelings.

## Hurst Hill Primary School Knowledge Organiser

Science

Animals including humans

Year 1

Spring

Biology

Biology is the science that understands living organisms, including animals and plants.

### Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds 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 (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense