Coley Primary School – Knowledge Organiser

SUBJECT FOCUS: Biology Strand	Science: Animals and Humans Grouping Animals	YEAR 1	TERM 2

WHAT? – Key Knowledge

- 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 and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Use scientific language: read and spell scientific vocabulary

Animal Groups

Amphibians 	Amphibians spend part of their lives in water and part on land. They are cold-blooded.
Reptile 	Reptiles have scales, breathe air and usually lay eggs on land. They are cold-blooded.
Mammal 	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby. They are warm-blooded.
Fish 	Fish live in water, have gills to breathe, scales and fins on the bodies. They are cold-blooded.
Birds 	Birds have wings, feathers, a beak and their babies hatch form eggs. They are warm -blooded.

I wonder…

- What are the key differences between birds, fish, amphibians, reptiles, mammals and invertebrates?
- What makes some animals a good pet?
- Can I describe how an animal is suited to its environment?

Possible experiences: Curious minds…

- **Visit a farm / zoo**. Compare first-hand how some animals look the same. How are they different?
- **Read** '*The Big Animal Mix-Up*' by Gareth Edwards and Kanako Usio
- **The Natural History & Science Museum**

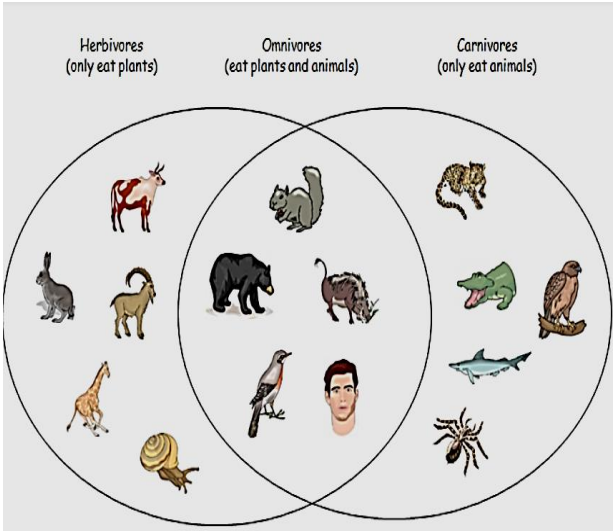
WHAT? – Key vocabulary

- **Common animals** (*fish, amphibians, reptiles, birds and mammals, including pets*)
- **Structure** = The key feature of an animal's body that determine where it lives and how it moves.
- **Vertebrates** = Vertebrates are animals with backbones / skeletons and include amphibians, birds, fish, mammals and reptiles.
- **Invertebrates** = Animals who do not have a bony skeleton are called invertebrates; insects, spiders and crabs are invertebrates.
- **Diet, Habitat**



Diagrams and symbols

Working Scientifically Challenge: Can children identify and classify things they observe?



Working Scientifically Challenge: Gathering and recording data to help in answering questions.

- Sort animals into groups.
- Use pictures, labels and captions.
- Put some information in a chart or table.
- Classify animals according to a number of given criteria.
- Classify animals by what they eat. (*Carnivore, herbivore, omnivore*)
- Compare the bodies of different animals.