

Preston Primary School Knowledge Organiser








**Topic: Science – Animals
including humans**

Term: Spring 1










Year: Unit 2 Years 1 & 2

Duration: 5 weeks

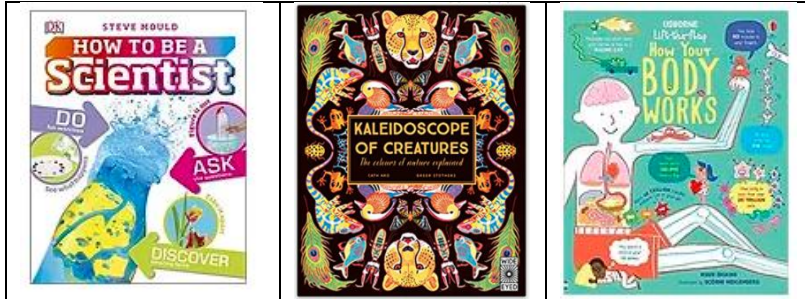
The Powerful Knowledge we will take away from this Learning Enquiry (what will be learning):

	Identify, name, draw, and label the basic parts of the human body.
	To know which part of the body is associated with each sense.
	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, mammals, and invertebrates.
	To be able to describe and compare the structure of a variety of common animals.
	To be able identify and name a variety of common animals that are carnivores, herbivores, and omnivores.
	To be able to describe and compare the structure of a variety of common animals.

Our Key Vocabulary:

Word	Image	Meaning
Bird		Birds are animals that have feathers, and that are born out of hard-shelled eggs.
Fish		Vertebrates that live in water and have gills, scales, and fins on their body
Amphibian		Amphibians are born in the water. They breathe with gills like a fish. When they grow up, they develop lungs and can live on land.
Mammals		An animal that drinks milk when it is a baby and has hair on its body.
Reptile		An animal with scaly skin. They are cold blooded and are born on land.
Invertebrates		An animal (such as a worm, clam, spider, or butterfly) that lacks a backbone
Carnivore		A meat-eating animal
Omnivore		An animal that eats everything
Herbivore		A plant eating animal.

Books and websites for further research:



Suggested Websites:

Bee Conservation Trust

The Butterfly Conservation Trust

Buglife

RSPB

What I already know:

In the Puffins and Penguins children will have had the opportunity to observe butterflies emerging from their cocoon and discuss their lifecycle. The children will have also shared items using their memory boxes to think about their own life stories.

Our text:

