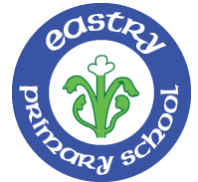
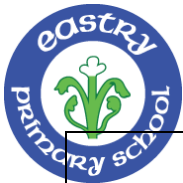




EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

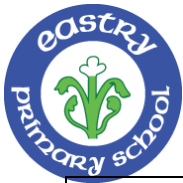


YEAR GROUP	1
SUBJECT	Science
KEY VOCABULARY	<p><u>Seasonal change</u> deciduous tree, evergreen tree, season, weather</p> <p><u>Everyday materials</u> absorbent, fabric, glass, group, material, metal, object, plastic, rock, tough, waterproof</p> <p>Wood</p> <p><u>Animals: sensitive</u> compare, group, hearing, pattern, sense(s), sight, smell, taste, touch</p> <p><u>Animals: comparing</u> amphibian, bird, carnivore, compare, diet, difference, fish, group, herbivore, mammal, observe, omnivore, reptile, scientist, similarity</p> <p><u>Plants</u> bulb, deciduous, diagram, evergreen, flower, fruit, garden plants, group, growth, leaf, measure, observe, roots, seed, stem, trunk, wild plants</p>
END POINTS KNOWLEDGE	<p><u>Forces and Space: Seasonal change</u></p> <p>Name the four seasons in order and describe the typical weather in each.</p> <p>Name some activities and events in the four seasons.</p> <p>Describe the appearance of a tree's leaves in each season.</p> <p>Recall that summer has the most daylight hours and winter has the least daylight hours.</p> <p>Record data about the temperature across the four seasons.</p> <p>Label a map of the UK with capital cities and seasonal weather symbols.</p> <p><u>Everyday Material</u></p> <p>Name objects and identify the materials they are made from.</p> <p>Recognise that objects are made from materials that suit their purpose.</p> <p>Recall that a property is how a material can be described.</p> <p><u>Animals – Sensitive Bodies</u></p> <p>Draw and label human body parts.</p> <p>Identify the body parts associated with each sense.</p> <p><u>Animals – comparing animals</u></p> <p>Name and describe the physical features of a range of animals.</p> <p>Sort animals into groups based on their similarities and differences.</p>



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	<p>Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. Recall the diets of carnivores, herbivores and omnivores</p> <p><u>Plants – introduction to plants</u> Identify plants and their features. Recall some of the roles that flowering plant parts have. Name some trees and their parts. Identify similarities and differences between deciduous and evergreen leaves. Recall that seeds and bulbs come from plants. Recognise that seeds need water for growth</p>
<p>Working Scientifically Introduced Yr 1 and consolidated in yr 2</p>	<p><u>Posing questions</u> Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions</p> <p><u>Planning</u> Beginning to recognise whether a test is fair. With support, deciding if suggested observations are suitable. Ordering a simple method.</p> <p><u>Predicting</u> Suggesting what might happen, often justifying with personal experience.</p> <p><u>Observing (qualitative data)</u> Using their senses to describe, in simple terms, what they notice or what has changed.</p> <p><u>Measuring (quantitative data)</u> Using non-standard units to measure and compare. Beginning to use standard units and read simple scales to measure and compare. Beginning to use simple measuring equipment to make approximate measurements</p> <p><u>Researching</u> Gathering specific information from one simplified, specified source.</p> <p><u>Recording (diagrams)</u> Drawing and labelling simple diagrams</p> <p><u>Recording (tables)</u></p>



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	<p>Using a prepared table to record results including: ● Numbers. ● Simple observations. ● Tally frequency.</p> <p><u>Grouping and classifying</u> Grouping based on visible characteristics. Organising questions to create a simple classification key.</p> <p><u>Graphing</u> Representing data using pictograms and block graphs.</p> <p><u>Analysing and drawing conclusions</u> Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.</p> <p><u>Evaluating</u> N/A</p>
IT HELPS IF I ALREADY KNOW	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>