



# Hallcroft Infant & Nursery School

## Science Knowledge Organiser



### Autumn 2 – Year 1

### Animals: Sensitive Bodies

#### What we already know, remember and can do:

This unit revises and builds on learning taught in EYFS

#### Development matters

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

#### Early learning goals

#### ELG: Understanding the world – The natural world

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

|   | Learning Objective                                                                                                                                                                            | Knowledge<br>What children will know                                                                                                                       | Skills<br>What children will do                                                                                                                                             | Revisited<br>Vocabulary                               | New Vocabulary                                |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------|
| 1 | <b>Learning Objective</b><br><b>Knowledge</b> - To name parts of the human body.<br><b>Working scientifically</b><br>To sort body parts into groups.                                          | ✓ To know the name of the basic human body parts:<br>ears, eyes, hair, mouth, teeth,<br>nose, feet, head, neck, arms,<br>elbows, legs, knees, face, hands. | ✓ To use sorting rings to group the same and different body parts.<br><br>✓ To draw and label human body parts.<br><br>✓ To identify some differences in animal body parts. |                                                       | Body<br>Compare<br>Group                      |
| 2 | <b>Learning Objective</b><br><b>Knowledge</b> - To name the body parts used for each sense.<br><b>Working scientifically</b><br>To spot patterns in data.                                     | ✓ To know the name of the body part used for each sense.                                                                                                   | ✓ To measure using cubes.<br><br>✓ To use patterns in data to answer a question.<br><br>✓ To draw and label the body parts used for each sense.                             | Hearing<br>Senses<br>Sight<br>Smell<br>Taste<br>Touch | Data                                          |
| 3 | <b>Learning Objective</b><br><b>Knowledge</b> - To identify the body parts used for the sense of taste and touch.<br><b>Working scientifically</b><br>To use the senses to make observations. | ✓ To know the body part used for my sense of touch is my skin.<br><br>✓ To know the body part used for my sense of taste is my tongue.                     | ✓ To describe the taste of different foods.<br><br>✓ To record describing words in a table.<br><br>✓ To use my sense of touch to identify an object.                        | Taste<br>Touch                                        | Sweet<br>Sour<br>Bitter<br>Salty<br>Sensitive |

|         |                                                                                                                                                                                                                  |                                                                                                                                      |                                                                                                                                                                                                         |                          |                                                |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------|
| 4       | <b>Learning Objective</b><br><b>Knowledge</b> – To identify the body parts used for the sense of smell and sight.<br><b>Science in action</b><br>To recognise that scientists are always making new discoveries. | ✓ To know the body part used for my sense of smell is my nose.<br><br>✓ To know the body part used for my sense of sight is my eyes. | ✓ To use my senses to describe, in simple terms, what I notice or what has changed.<br><br><b>Science in action</b><br>✓ To understand the importance of research into sight.                           | Sight<br>Smell           | Blind<br>Direction<br>Obstacle<br>Research     |
| 5       | <b>Learning Objective:</b> To identify the body part used for the sense of hearing.<br><b>Working scientifically</b><br>To investigate how sound changes as you move further away.                               | ✓ To know the body part used for my sense of hearing is my ears.                                                                     | ✓ To use my observations to answer a question.<br><br>✓ To identify an object based on the sound it makes.                                                                                              | Hearing<br>Loud<br>Quiet | Distance<br>Investigation<br>Pattern<br>Volume |
| 6       | <b>Learning Objective</b><br><b>Knowledge</b> – To recognise how the senses are used in everyday life.<br><b>Science in action</b><br>To recognise the importance of the senses in certain jobs.                 |                                                                                                                                      | ✓ To list actions people take based on their senses.<br><br>✓ To name feelings people have based on their senses.<br><br><b>Science in action</b><br>✓ To describe how a firefighter uses their senses. | Feeling<br>Sense         | Action                                         |
| Outcome |                                                                                                                                                                                                                  |                                                                                                                                      |                                                                                                                                                                                                         |                          |                                                |



# Year 1 Science – Autumn 2 – Animals: Sensitive Bodies



## Body parts

|       |      |        |
|-------|------|--------|
| ears  | nose | elbows |
| eyes  | feet | legs   |
| hair  | head | knees  |
| mouth | neck | face   |
| teeth | arms | hands  |



## Sensing body parts



skin



tongue



nose



eye



ear

## Senses



touch



taste



smell



sight



hearing