



Hallcroft Infant & Nursery School

Science Knowledge Organiser



Summer 2 - Year 1

Making Connections: Investigating science through stories

What we already know, remember and can do:

- Name the four seasons in order and describe the typical weather in each.
- Identify animal features.
- Recall what carnivores, herbivores and omnivores eat.
- Recall animal groups and identify what they have in common.

This unit revises and builds on learning from the previous Year 1 units.

	Learning Objective	Knowledge What children will know	Skills What children will do	Revisited Vocabulary	New Vocabulary
1	<p>Learning Objective To observe changes across the seasons.</p> <p>Working scientifically To spot patterns in data.</p>	<ul style="list-style-type: none"> ✓ To know the key changes that occur in each season. ✓ To know the name and order of the four seasons: spring, summer, autumn and winter. ✓ To know the weather associated with the four seasons and how it changes (in the UK). 	<ul style="list-style-type: none"> ✓ To use data to spot patterns ✓ To use data to answer a question. 	measure pattern data life cycle season trunk weather	measure pattern data life cycle season trunk weather
2	<p>Learning Objective To describe and compare the features of animals.</p> <p>Working scientifically To carry out research to find specific information.</p>	<ul style="list-style-type: none"> ✓ To know the names of a variety of common animals (including fish, amphibians, reptiles, birds and mammals). 	<ul style="list-style-type: none"> ✓ To use a website to find answers to questions. ✓ To identify similarities and differences ✓ To describe the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell) 	bird feature mammal	compare difference research similarity

3	<p>Learning Objective To identify differences in animal features.</p> <p>Working scientifically: To use a ruler to measure.</p>	<ul style="list-style-type: none"> ✓ To know the names of a variety of common animals (including fish, amphibians, reptiles, birds and mammals). ✓ To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks and shell). 	<ul style="list-style-type: none"> ✓ To measure the length of animal footprints. ✓ To use standard units and read simple scales to measure and compare. ✓ To use data to answer questions. 	<p>amphibian bird fish mammal reptile</p>	<p>compare differences measure similarities</p>
4	<p>Learning Objective To describe the properties of everyday materials.</p> <p>Working scientifically To plan how to carry out a test.</p>	<ul style="list-style-type: none"> ✓ To know and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. ✓ To know that property refers to how a material can be described eg. hard, strong 	<ul style="list-style-type: none"> ✓ To describe the physical properties of a variety of everyday materials. ✓ To suggest how to test something to see if it is waterproof. ✓ To recognise if a test is fair. ✓ To use results to answer simple questions. 	<p>material natural object test</p>	<p>predict property waterproof</p>
Outcome	<p>Learning Objective To identify animals that are carnivores, herbivores and omnivores.</p>	<ul style="list-style-type: none"> ✓ To know and name some animals that are carnivores, herbivores and omnivores. 	<ul style="list-style-type: none"> ✓ To group birds according to what they eat. ✓ To use natural materials to make a bird feeder. 	<p>carnivore diet group herbivore hunt omnivore</p>	<p>carnivore diet group herbivore hunt omnivore</p>