



Knowledge organiser for fundamentals of P.

Key Knowledge



Motor Competence

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

balancing sprinting jogging

dodging jumping hopping skipping

Rules, Strategies and Tactics

Thinking: selecting and applying skills, identifying strengths and listening and following instructions.

Social: taking turns, supporting and encouraging others, working safely communication.

Emotional: perseverance, honesty, challenging myself.

Healthy Participation

Fundamentals allow the opportunity to grow confidence in a range of fine motor skills that will benefit you in activities both sport-specific and non sport-specific. This is important for your physical health.

Fundamentals help to improve mental health by further developing skills and encouraging you to challenge yourself.

Key vocabulary

- Balance
- Direction
- Land
- Fast
- Safely
- Jump
- Hop
- Travel

How could you improve your fundamental skills?

Knowledge organiser for ball skills

Key Knowledge



Motor Competence

Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

rolling kicking throwing catching
Bouncing dribbling tracking

Rules, Strategies and Tactics.

Thinking: decision making and providing instructions to your peers. Problem solving and planning together. Using tactics to support decisions.

Social: co-operation, communication, leadership, supporting others.

Emotional: honesty, perseverance,

Healthy Participation

Ball skills will support children with their communication skills.

It can improve your physical health through active gameplay and physical preparation when completing warm ups and cool downs.

The children will get to receive and give support to their peers and gain vital social skills.

Key vocabulary

- Far
- Aim
- Safely
- Throw
- Send
- Roll
- Catch
- Direction
- Balance

How could you improve your ball skills?



Knowledge organiser for Science

All about me

Key Knowledge:

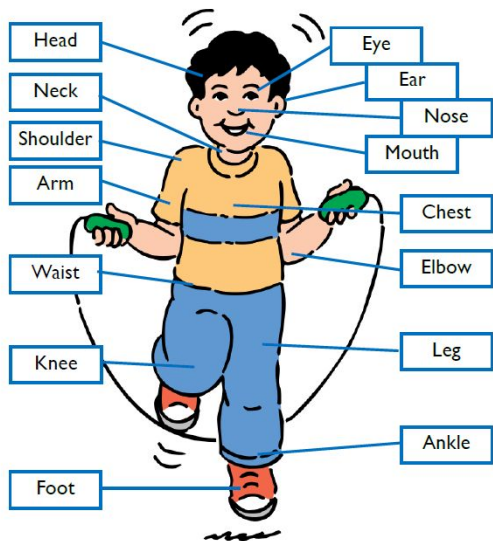
The different senses and which body parts provide these. Recognise the different parts of the body by name and sight.

Key concepts:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Key vocabulary:

Smell, taste, touch, sight, sound, body parts, human and senses.



The five senses



Sight



Sound



Smell



Taste



Touch



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Knowledge organiser for Geography

Where is our school?

Key concepts covered: Geography is about places and the people that live there. Use world maps, atlases and globes to identify the United Kingdom and its countries. Identify features of the local area.

Key Knowledge



Key Vocabulary
City
Capital city
Village
Town
Globes
Maps

We live in Leicester
Leicester is in England.
Our school is in Leicester Forest East.



Knowledge organiser for Computing – Technology around us

Key concepts covered:





Key Knowledge

I can explain technology as something that helps us
I can locate examples of technology in the classroom
I can explain how these technology examples help us
I can name the main parts of a computer

To know what is and what is not technology in the classroom and at home.
Children know how technology helps us in different ways.
Children will get to know the main parts of a desktop or laptop computer.



Key vocabulary

Technology	something that has been made with a specific purpose to help other people.
Desktop computer 	a personal computing device designed to fit on top of a typical office desk
Laptop computer 	a personal computer that can be easily moved and used in a variety of locations
Mouse 	A pointing device that is used with a computer
Keyboard 	a device used to enter characters and functions into the computer by pressing buttons, or keys.



Knowledge organiser for computing - – moving a robot

Key Knowledge

We will understand that algorithms are a set of clear, precise, and ordered instructions.

We can put an algorithm into a digital device

We will learn that if you don't give clear instructions, the programming won't work as you expect it to.

We will try and debug simple programs.

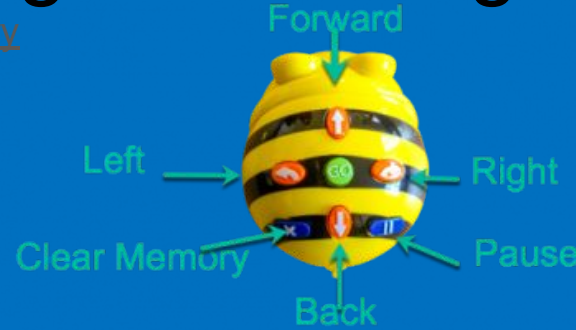
We will be able to explain that went wrong and why.

We will predict the steps programed.

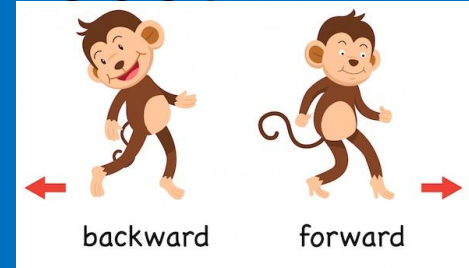
We will recognise common uses of information technology beyond school.

key vocabulary

buttons
directions
forwards
backwards
four directions
getting there
routes
robot
move



Technology All Around Us!



Key concepts covered:

We will be programming a robot.

We will look at different commands.

We will learn what different commands can do.

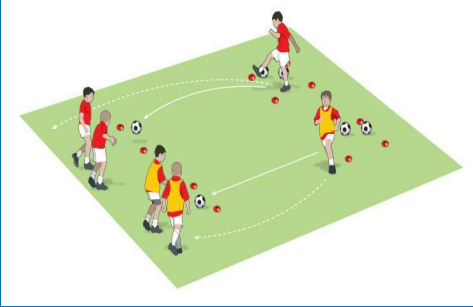
Then we will start to predict that the robot will do.

We will be introduced to an algorithms.



Knowledge organiser for sending and receiving

Key Knowledge



Motor Competence

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

rolling

kicking

throwing

catching

tracking

Rules, Strategies and Tactics

Thinking: transferring skills

Social: taking turns, supporting and encouraging others, respect, communication.

Emotional: perseverance, honesty, challenging myself, being happy to succeed.

Healthy Participation

Sending and receiving games will encourage pupils to behave and move in a safe way both with and without equipment.

This unit will develop agility, balance, co-ordination, speed and stamina.

If pupils enjoy this activity, signpost them to local opportunities.

Key vocabulary

- Aim
- Throw
- Roll
- Kick
- Catch
- Safely
- Racket

How could you improve your sending and receiving skills?

Knowledge organiser for gymnastics

Key Knowledge



Motor Competence

Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

travelling actions shapes balances jumps
barrel roll straight roll forward roll

Rules, Strategies and Tactics.

Thinking: observing and providing feedback, selecting and applying actions.

Social: sharing, working safely.

Emotional: confidence.

Healthy Participation

Pupils should be bare foot. Adults should only deliver movements that they are comfortable with teaching.

This unit will develop balance, co-ordination, flexibility and strength.

If pupils enjoy this activity, signpost them to local opportunities.

Key vocabulary

- Action
- Travel
- Balance
- Jump
- Direction
- Roll
- Point
- Shape
- Speed
- Fast
- Slow
- Level

How could you improve your gymnastic skills?

Knowledge organiser for science



Key Knowledge

There are four seasons in the year; spring, summer, autumn, winter.

The weather is normally different in each season in the United Kingdom.










We can use maps, globes and atlases to look at the weather in all the countries of the world.

Key concepts covered:

Observe and talk about changes across the 4 seasons.

Observe and describe weather associated with the seasons and how day length varies.



Key Vocabulary	Definition
weather 	Weather is the how the air feels. It includes the temperature, the wind, rain, sun, hail, snow, sleet, fog and cloud.
seasons 	There are four seasons: Spring, Summer, Autumn and Winter. The weather can be different in each season.
weather forecast 	The weather forecast tells us what the weather will be like the next day.
temperature 	The temperature is how hot or cold it is.
equator 	The Equator is an imaginary line around the middle of the Earth to divide it into the North and South.
climate 	Climate is the average measurements of temperature and weather over a few years.
rain gauge 	A piece of equipment used to collect and measure the amount of rain that falls.
atlas 	An Atlas is a book with lots of maps and information about countries in the world.
map 	A map is a drawing of all or part of Earth's surface. It shows where things are in the world.



History: Why were castles built?



1066 1100 1200 1300 1400 1500 1600 1700 1800 1900 2024

William the Conqueror
invaded and built Windsor
Castle in 1070.



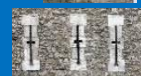
Kirby Castle
built in 1470.



1952 Queen Elizabeth II
came to the throne. Windsor
Castle was one of her homes.



King Charles III
is the new King.



Vocabulary

Castle	A large building fortified against attack with thick walls, battlements, towers and in many cases a moat.
Battlements	The top of the castle with raised sections and lowered sections to allow people to fire arrows at their opponents.
Portcullis	A strong iron gate that can be raised to allow the drawbridge to be lowered.
Drawbridge	A bridge that can be lowered or raised to enter and exit a castle.
Moat	A deep ditch that surrounds the castle. It can be filled with or without water.
Turret	A small tower built on a castle.
Arrow slit	A narrow window to fire arrows.
Dungeon	A room underground where prisoners are held.
Defend	To protect from invaders.
Invade	To attack or break into without being asked or wanted

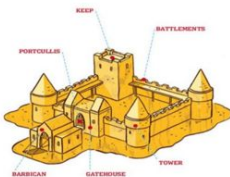
Key concepts covered:

Develop an awareness of the past and the timeline relating to castles and royalty.

Key knowledge:

History is about the past. Castles were built to defend and protect from invaders. Castles were built on high ground, often surrounded or near water. They would be built within settlements. Castles house royal families as well as others including servants, knights, maids and jesters. King Charles III is our current king.

Keep and Bailey



These types of castles were made out of stone.

Types of castles

Motte and Bailey



These types of castles were made out of wood.



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Knowledge organiser for art

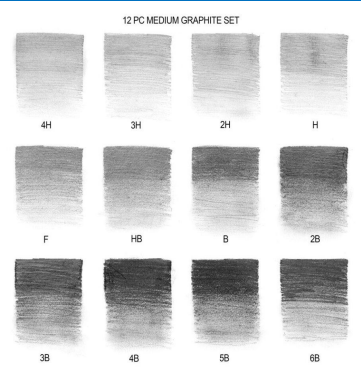
Key concepts covered: Using drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Key Knowledge:

To create sketches using different tones of drawing pencil.

To be able to draw and identify specific features linked to castles.

To identify different 2d shape and link to real-life application.

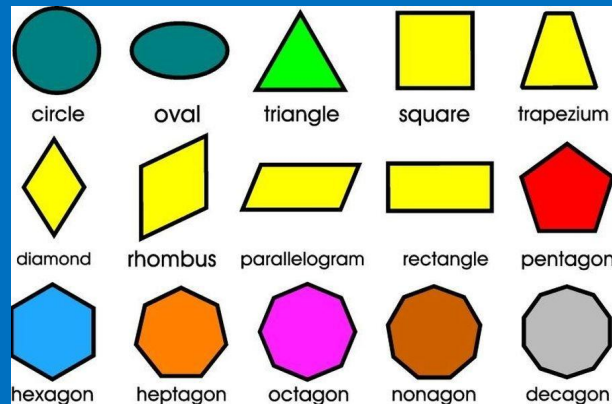


Key vocabulary:

Light, dark, soft, tone, lines, curved, straight, sketch, form, shape, pastel, pencil, castle, battlements, portcullis, tower, turret.



allaboutdrawings.com





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Knowledge organiser for Design and Technology

Key knowledge:

To design, make and evaluate a chair for Baby Bear that can hold his weight. He wants a strong, sturdy and stiff chair.



Think about the function of different chairs.

Key concepts covered:

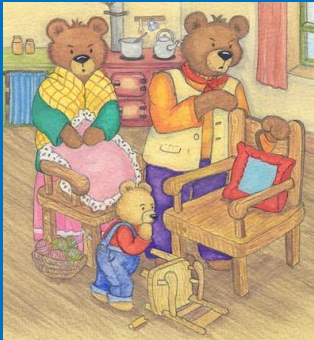
Constructing a freestanding structure.



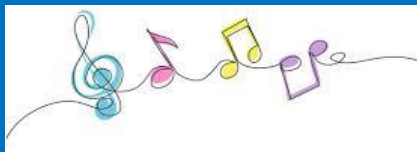
Most **structures** have a **function**.
A chair's function is to be sat on.

Key Vocabulary

Strong	Something that does not break.
Stiff	An object or material that does not bend easily.
Stable	Object does not easily topple over.
Materials	What the object is made from.
Structure	Something that has been made and put together and it can stand on their own.
Design	A plan or drawing of what the object will look like.
Evaluate	How well did it work and what could be improved.
Purpose	The reason for the object being made and what it will be for.
Function	How something works.
Join	Connecting objects or materials together.



Baby Bear needs
a new strong
chair!



Knowledge organiser for Music

Jack and the Beanstalk

Key Knowledge

- * Children perform, listen to, review and evaluate music.
- * learn to sing and to use their voices



Key concepts covered:

- * Learn chorus of songs
- * Learn verses of songs
- * Identify the notes which are long and short
- * Think about 'call and response', with Group A singing the questions in each verse and Group B singing the answers
- * Can children spot the lines in the verses which are repeated?

Key vocabulary

steady beat

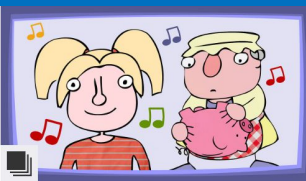
repeat

rhythm

pattern

clap

call and response





Knowledge organiser for RE

Key Knowledge

- ☐ Christians believe in one God.
- ☐ Jesus is God's son.
- ☐ God created the world.
- ☐ Prayers are Christians' way of speaking to God.
- ☐ Christians follow teachings from the Bible.
- ☐ Christians celebrate key festivals such as: Advent, Christmas and Easter.

Key Christian Festivals

❖ **Advent** - 'the coming' and getting ready for Christmas.



❖ **Christmas** - the birth of Jesus.






❖ **Easter** - celebrates Jesus coming back to life again.



Key concepts covered:

Understanding what Christians believe, visit and explore a church and its ceremonies and learning about important Christian festivals.

Key Vocabulary		
Religion		a way of life and what people believe in, belonging
Church		a Christian place of worship
Bible		a special book for Christians
Jesus		God's son
Festival		a time of celebration
Symbol		a mark or character that represents Christianity



The **cross** stands for Jesus' death because he died on a cross.



The **candle flame** is another symbol as Jesus is known as the light of the world to Christians. It is seen as a symbol of hope in dark times.



The **fish** was a secret sign used by people who weren't allowed to be Christians. This symbol secretly showed that a person believed in and followed Jesus. Today, you might still see it!



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Knowledge organiser for PE - Dance

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Key Knowledge:

Actions: Actions can be linked to create a dance.

Dynamics: You can create fast and slow actions to show an idea.

Space: There are different directions and pathways within space.

Performance: Stand still at the start and at the end of the dance. It will let the audience know when you have started and when you have

Key concepts covered:

Physical: actions, dynamics, space, relationships

Social: respect, work safely, collaboration, communication

Emotional: empathy, confidence, acceptance, determination, kindness

Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall

Key vocabulary

Action
Balance
Beat
Copy
Counts
Direction
Fast
Level
Pathway
Pose
Quickly
Slow
Slowly
timing

Healthy participation

Pupils should be bare foot for dance.
Pupils should always work in their own safe space when working on their own.





Knowledge organiser for PE - Fitness

Key Knowledge:

Agility: Bending your knees will help you to change direction.

Balance: Looking ahead will help you to balance.

Co-ordination: Using the opposite arm to leg at the same time helps you to perform skills such as running and throwing.

Speed: Swinging your arms will help you to run faster.

Strength: Exercise helps you to become stronger.

Stamina: Moving for a long time can make you feel hot and breathe faster.

Key concepts covered:

Physical: run, jump, co-ordination, stamina, strength, agility, balance

Social: communication, co-operation, support, work safely, kindness

Emotional: kindness, perseverance, honesty, independence, determination

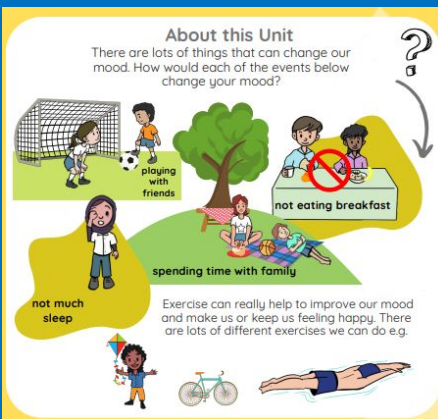
Thinking: comprehension, creativity, problem solving, reflection, feedback

Key vocabulary:

Active
Bones
Brain
Breathing
Calm
Exercise
Fast
Healthy
Heart
Memory
Mood
Muscles
Quick
Safe
strong

Healthy participation

Pupils should behave and move in a safe way both with and without equipment.
Pupils should ensure that all equipment is stored safely when not in use.



Knowledge organiser for science



Key Knowledge

There are four seasons in the year; spring, summer, autumn, winter.

The weather is normally different in each season in the United Kingdom.










We can use maps, globes and atlases to look at the weather in all the countries of the world.

Key concepts covered:

Observe and talk about changes across the 4 seasons.

Observe and describe weather associated with the seasons and how day length varies.



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rain gauge 	A piece of equipment used to collect and measure the amount of rain that falls.
atlas 	An Atlas is a book with lots of maps and information about countries in the world.
map 	A map is a drawing of all or part of Earth's surface. It shows where things are in the world.



Knowledge organiser for geography

Key concepts covered: Points of a compass, identifying hot and cold countries, learning how to use atlases, maps and globes.

A globe is a sphere that represents the Earth.

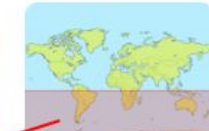


The Northern Hemisphere is in the north part of Earth.

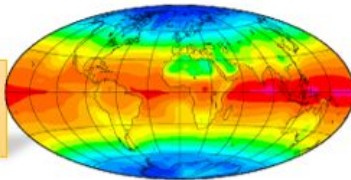


Countries closer to the equator are hot and countries further away are cooler.

Key Knowledge



The Southern Hemisphere is in the south part of Earth.



Key Vocabulary

Definition

Weather

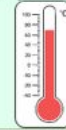


Weather is how the air feels. It includes the temperature, the wind, rain, sun, hail, snow, sleet, fog and cloud.

Weather forecast

The weather forecast tells us what the weather will be like the next day

Temperature



The temperature is how hot or cold it is

Map



A map is a drawing of all or part of Earth's surface. It shows where things are in the world.

Atlas

An atlas is a book with lots of maps and information about countries in the world.

Hemisphere

Half of a sphere

Equator

The equator is an invisible line around the middle of the Earth to divide it into North and South.

Compass

An instrument to show the direction



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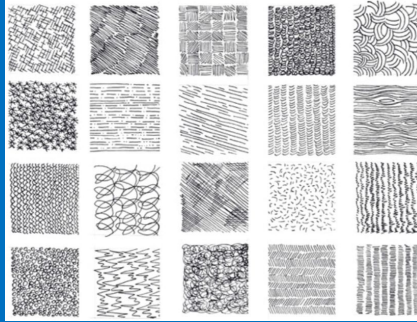


Knowledge organiser for art

Key concepts covered: Mixing paint to create lighter and darker tones. Using pencil and paintbrushes to make different marks and strokes in their artwork.

Key Knowledge:

To mix colours to create new colours and new tones of the same colour. Use a paintbrush and pencil to create different marks and brush strokes to create effect on their final piece. Use famous artists' techniques to impact their own work.



Key vocabulary:

Mixing, paint, tint, lighten, pencil, paintbrush, mark making, pattern, brush strokes, artwork, colour wheel, William Turner, Vincent Van Gogh, artist and tones.



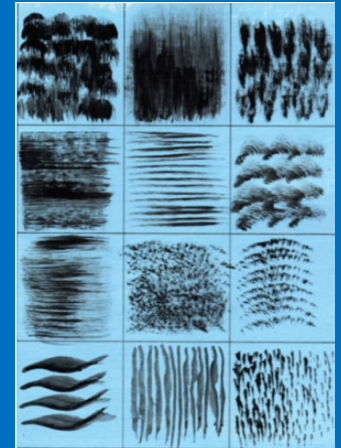
Vincent Van Gogh

1853-1890
Famous Dutch
artist



William Turner

1775-1851
Famous British
artist





Computing

Inspiring confidence, compassion and character



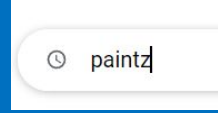
Key concepts covered:

- Understand and use the different tools used for digital painting.
- Explore different artists.
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

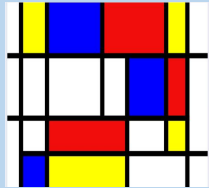
Key Knowledge:

- I can find the Paintz programme.
- I can use different tools to digitally paint.
- I can look at different artists' work to inspire my painting.

How to get on to Paintz:



Artists we will look at:



Piet Mondrian



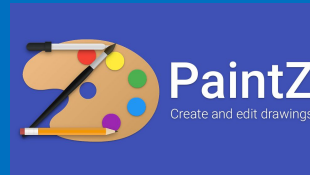
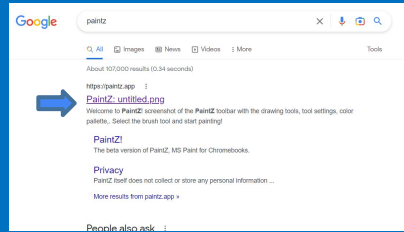
Henri Matisse



Wassily Kandinsky



Georges Seurat



Symbol	Tool	Symbol	Tool
	Clear		Curved square
	Save		Polygon
	Print		Curve
	Undo		Text box
	Rubber		Brush
	Pencil		Colour picker
	Spray can		Pan
	Line		Flood fill
	Square Rectangle		Line width
	Circle Oval		Colour picker



Knowledge Organiser

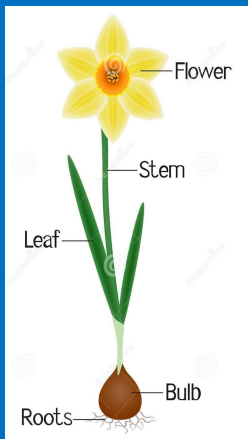
Science - plants

Key Knowledge:

- Know the parts of a flower and label
- Name different plants and trees
- Plant and grow a seed

Key concepts:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.



Key vocabulary:

deciduous tree



A tree that loses its leaves in autumn and new leaves grow in spring

evergreen tree



A tree that never loses its leaves, they 'stay green' all year

plant



A living thing that grows

root



The part of a plant underground

leaf



The green part attached to the stem

stem



The main stalk of the plant

seed



A small part of the flower that grows into a new plant

petal



The soft, brightly coloured part of a flower

trunk



The main stem of a tree

branches



Stems that are attached to the trunk

blossom



The flower that grows on stone fruit trees and other plants



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Knowledge organiser for DT – Food and nutrition



Key concepts covered:

Use the basic principles of a healthy and varied diet to prepare a fruit dish. Understand where food comes from and how the different fruits and vegetables can be prepared and served.




Key vocabulary:

- Fruit and vegetable names
- Names of equipment and utensils
- Sensory vocabulary: soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard.
- Flesh, skin, seed, pip and core
- Slicing, peeling, cutting and squeezing
- Healthy diet
- Ingredients
- Tasting
- Arranging

Key Knowledge:

- Design an appealing product for a particular user based on a simple design criteria.
- Investigate a variety of fruits and vegetables to generate initial ideas.
- Use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics (colour, texture or taste) to create a chosen product.
- Understand where a range of fruit and vegetables come from e.g. farmed or home grown.
- Understand the basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*.

Food Processing Equipment

Utensil	Food	Effect	Mouth feel
	Orange	Makes juice	Liquid
	Apple	Unpeeled apple	Crunchy
	Carrot	Thin rings	Crispy hard

Hygiene – some key pointers

- Jewellery is removed
- Hair is tied back
- Sleeves are rolled up
- Aprons are on
- Hands are washed
- Cuts are covered with blue waterproof dressing



Peeling



Cutting



Slicing



Grating



Squeezing



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Knowledge organiser for RE Christianity



Key vocabulary

Key Knowledge and Key concepts

Special Times for Christians

Advent - 'the coming' and getting ready for Christmas.



Christmas - the birth of Jesus.

Lent - a time that remembers Jesus' sacrifice for God for 40 days and 40 nights.



Palm Sunday-waving palm leaves to celebrate going to Jerusalem



Easter - celebrates Jesus coming back to life



Weddings - getting married in a church

Baptism - a ceremony which symbolises becoming a Christian.



Christianity takes place around the world.

celebration	A special/important day or event
fasting	To stop eating food for a short time
sacrifice	To give something up
sacred	Something that relates to religion or something that should be treated with great respect
Holy	Something dedicated to God or religion
believing	To think that something is true or real
caring	Showing kindness and looking after something
welcome	A way of greeting someone in a polite or friendly way
Palm leaf/cross	A leaf thrown in front of Jesus and a cross made in church





Knowledge organiser for Science

Materials

Key concepts covered:

- Materials are the substances that objects are made from.
- We use lots of different materials everyday, e.g. metal, plastic, wood and glass.
- Different materials have different properties e.g. bendy, hard, soft- this makes them useful for different things.

Key Knowledge:

- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe, compare and group materials and their properties.

Materials:



plastic



wood



metal



water



glass

Key vocabulary

Materials	Materials are what an object is made from.
Hard	Not easily broken or bent.
Soft	Easy to cut, fold or change the shape of.
Stretchy	Can be pulled to make it longer or wider without breaking.
Shiny	Reflects the light.
Rough	Looks and feels uneven or bumpy.
Smooth	No bumps or lumps.
Waterproof	Keeps water out and keeps things dry.
Bendy	Can be bent easily into bent or curved shapes.
Absorbent	Soaks up the water.
Transparent	Can be seen through.
Opaque	Cannot be seen through.



Stafford Leys
Primary School

Inspiring confidence, compassion, character and fun



Knowledge organiser for art

Key concepts covered: Using drawing, painting and sculpture to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

Key Knowledge:

To use a range of materials to create and design a product.

To draw, paint and sculpt to create a variety of mediums.

To look at Andy Goldsworthy and his approach to sculpture making and art.



Key vocabulary:

Materials, medium, sculpture, model, tools, polish, varnish, texture, nature, matte, gloss, land art, mould, sculptor, crafting.



Andy Goldsworthy

1956-present
Famous British
artist





Knowledge organiser for Computing

Using technology and chromebooks















Key Knowledge

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key concepts covered:

- To know the difference between a desktop computer and a laptop computer.
- Log on and off a chromebook
- Develop 'mouse' skills
- Use a computer keyboard
- Explore the toolbar and making changes to the
- Develop keyboard skills text

Key vocabulary	
Computers 	A device for working with information
Technology 	Something that has been made with a specific purpose to help other people
Computing 	A process used to help us with our thinking
Mouse 	A pointing device that is used with a computer
Trackpad 	a flat pad on some computers that you slide your finger over in order to move the cursor/arrow
Double click 	a computer mouse action where you quickly press and release the button (the left-one on two-button mice) twice in quick succession
Keyboard 	A device used to enter characters and functions into the computer by pressing buttons and keys
Word 	A programme where you write and edit documents
Processor 	The computer's "brain." It handles all the information that goes into and comes out of the computer.
Text cursor 	The screen pointer that appears when text can be highlighted or edited.
Space bar 	The wide key at the bottom of a computer keyboard or typewriter that is used to make a space.
Internet 	A network that connects millions of computers worldwide



Knowledge organiser for striking and fielding

Key Knowledge



Motor Competence

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

throwing

catching

retrieving a ball

tracking a ball

striking a ball

Rules, Strategies and Tactics

Attacking: score points, placement of an object and to avoid getting out.

Defending: Limit points, deny space and get opponents out.

Thinking: selecting and applying skills, decision making and using tactics.

Social: communicating with the people you are working with. Encourage and support your peers.

Emotional: perseverance, Healthy and fair play.

Striking and fielding helps improve your concentration through focusing on striking an object and catching a struck object.

Striking and fielding helps improve your mental health, through tactical thinking and following rules. It can improve your physical health through active gameplay and physical preparation when completing warm ups and cool downs.

Key vocabulary

- Throw
- Points
- Target
- Space
- Pass
- Score
- Team
- Hit
- Catch
- Send
- Batter
- Bowler
- Field

How could you improve your striking and fielding skills?

Knowledge organiser for team building

Key Knowledge



Motor Competence

Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

balancing
individual work

traveling actions
group work

paired work

Rules, Strategies and Tactics.

Thinking: decision making and providing instructions to your peers. Problem solving and planning together. Using tactics to support decisions.

Social: communicating with the people you are working with. Encourage and support your peers. Inclusion and sharing ideas with all of your peers.

Emotional: increase confidence. Improve trust and honesty when working in a group.

Healthy Participation

Team building helps you to learn to work together, listen carefully, communicate clearly and think creatively.

Team building can support getting to know each other, build trust as a class and develop vital life skills.

It can improve your physical health through active gameplay and physical preparation when completing warm ups and cool downs.

Key vocabulary

- **Solve**
- **Teamwork**
- **Lead**
- **Direction**
- **Co-operate**
- **Instruction**
- s**
- **Share**
- **Listen**
- **Safely**
- **Travel**

How could you improve your team building skills?



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Knowledge organiser for science

Key Knowledge

Mammals

Mammals are **warm** blooded.



Mammals' young drink their mother's milk.

Humans are mammals.

Mammals have hair or fur.

Mammals give birth to live young.



Amphibians

Amphibians are **cold** blooded.



Amphibians live on land and in the water.

Amphibians lay eggs.

Amphibians have moist skin.

Amphibians have webbed feet.



Reptiles

Reptiles are **cold** blooded.



Reptiles have scales not fur.

Reptiles have ear holes, not ears.

Reptiles have dry skin.

Reptiles live on land and in the water.



Fish

Fish are **cold** blooded.

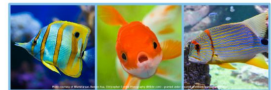


Fish live in water.

Fish have fins not legs.

Fish have gills instead of lungs, to breathe under water.

Fish lay their eggs in water.



Birds

Birds are **warm** blooded.

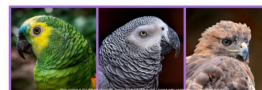


Birds have a beak.

Birds have wings.

Birds have feathers.

Birds have two legs.



Animals

Key Vocabulary

Animals	Animals are living things that can eat, move and react using their senses.
Carnivore	Animals that mainly like to eat meat.
Omnivore	Animals that like to eat plants and meat.
Herbivore	Animals that only like to eat plants.
Predator	Animals who hunt for their food.
Prey	Animals that are hunted for food by predators.
Habitat	The home or environment for an animal.

Key concepts covered:



Herbivores

These are animals that only like to eat plants.



Omnivores

These are animals that like to eat plants and meat.



Carnivores

These are animals that mainly like to eat meat.

