

# Plants and Animals



**Year Two**

# 1. Plants and Animals in the Local Environment

My definition of **plant**

My definition of **animal**

Place:

What do you think you will find?

Place:

What do you think you will find?

Place:

What do you think you will find?

Place:

What do you think you will find?

Ask children what they understand by the word 'animal' and 'plant' and then ask them where they expect to find animals and plants locally.

## 2. Looking for Plants and Animals

Walk round the school or visit the local park to identify where plants are growing and where there are animals. Help children to make a brief record of what they find.

### 3. Describing Habitats


**Choose two contrasting areas. Ask children to predict and then find out what animals and plants they can find in each and help them to describe, using drawing and writing, differences between the two areas.**

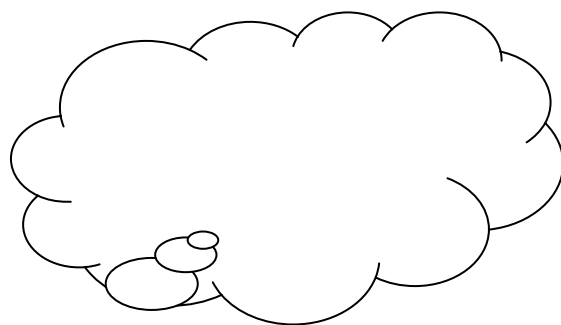
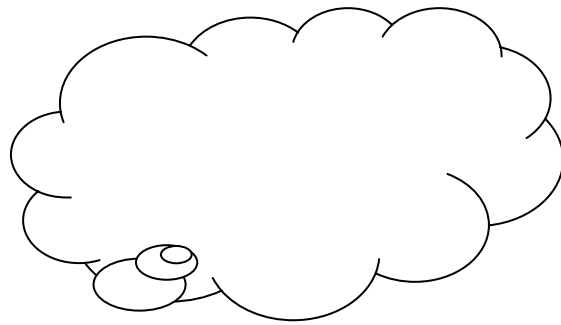
## 4. Animal Reproduction and Growth

Sequence the pictures to show the life cycle of a frog.

## 5. Information Leaflet

Ask children to produce an information sheet, for their parents, about an animal in a particular habitat. For example, they could describe the Emperor penguins in the Antarctic.

## 6. Animals' Needs



The children, individually, carry out a 'draw and write' activity, with a pet animal in the middle of the page surrounded by small pictures (and words where appropriate) representing the needs of the animal and our responsibilities towards it.

## 7. Wildlife Garden

The children design their own garden for wildlife, identifying different features that help provide the animals with the environment they need to live in.

## 8. Puppets

Ask the children to draw one or some of the puppets labelling the different features.

## 9. Designing a Puppet

### Design Criteria

- .
- .
- .

### Labelled Diagram

What will you need?  
How will you make it?

Evaluation:

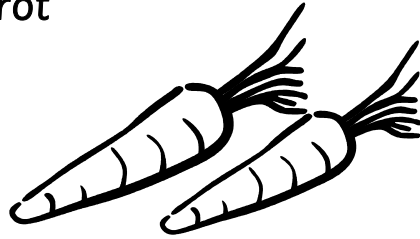
As a class, identify simple criteria for the puppets. Remind the children of the techniques they have learnt for making their puppets. Use examples of puppets to talk about ideas that the children might use in their own designs. Once the children have finished making their animal puppets, ask them to evaluate against the design criteria.

## 10. Flowering Plants

potato



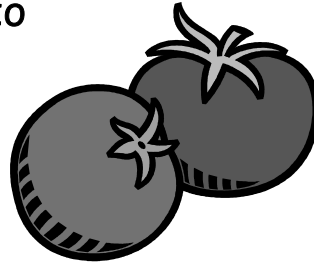
carrot



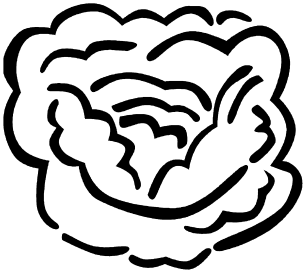
pepper



tomato



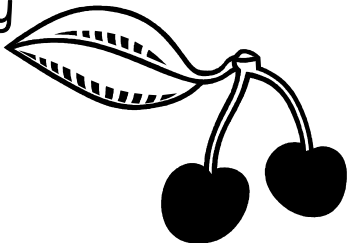
lettuce



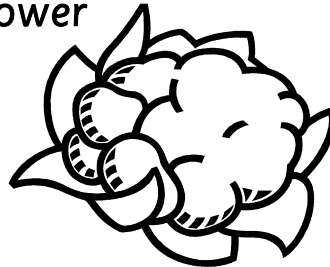
peach



cherry



cauliflower



courgette



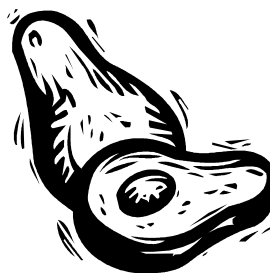
pear



beans



avocado



Sort the pictures into two categories – fruits and vegetables. Then decide whether the fruits have one or many seeds.

# 11. Science Investigation: Growing Seeds

Question:

---

---

---

---

What will we change?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What will we keep the same?

---

---

---

---

Method

---

---

---

---

Prediction:

---

---

---

---

Conclusion

---

---

---

---

Ask children to suggest what is needed for seeds to begin to grow. Plant seeds *eg broad bean, sunflower* in *eg soil, potting compost, sand or paper*. If children do not mention water, ensure that they consider whether the growing medium is wet or dry *eg by having one set of 'wet' and one set of 'dry' containers*. Discuss what they are going to look for *eg shoots, roots* when they observe their seeds and help children to make a day-by-day record of their observations.

## 12. Comparing Growing Conditions

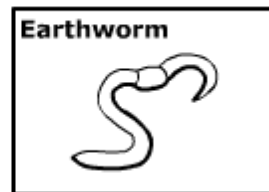
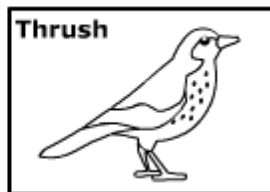
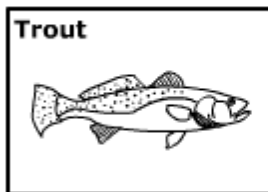
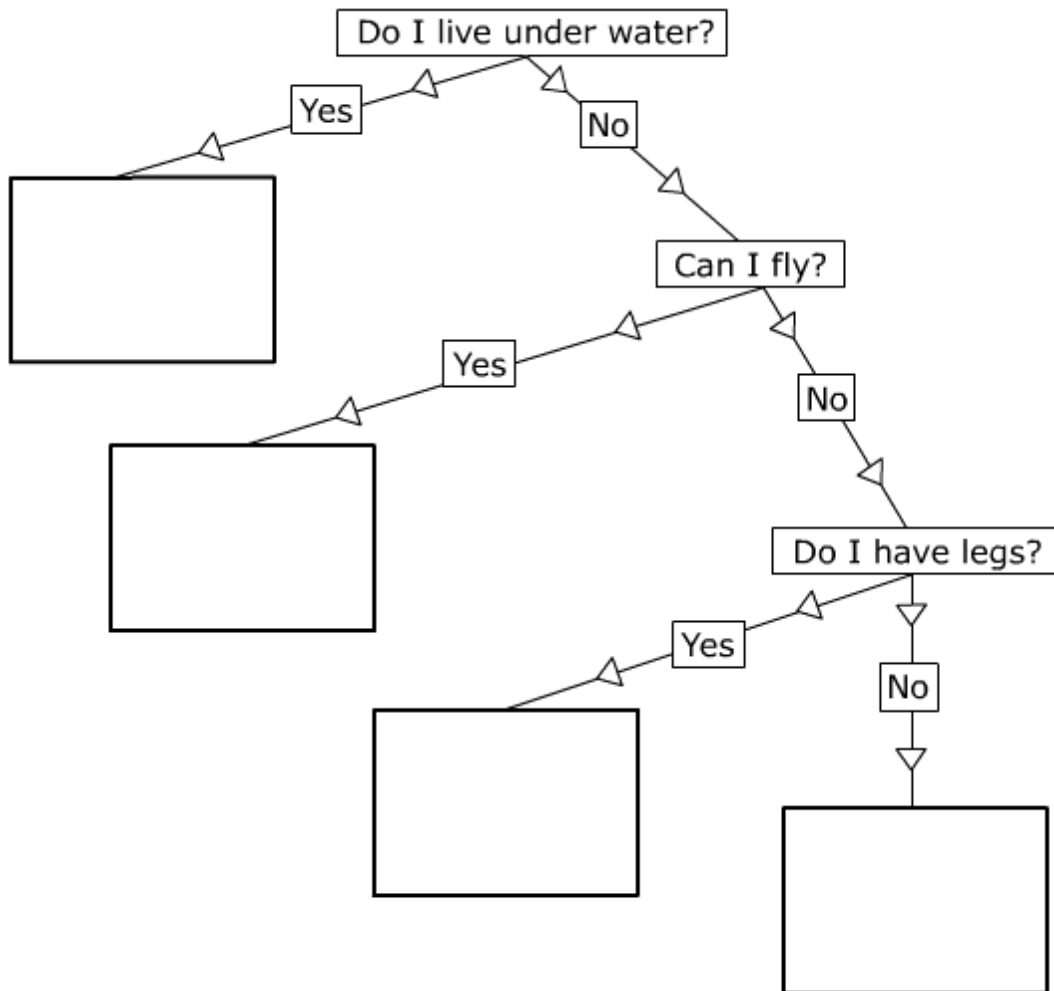
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Help children to make a day-by-day record of their observations of the seed investigation.

## 13. Grouping Plants and Animals

Give children a collection of pictures of animals (including humans) found in the local environment and ask them to find different ways of sorting them eg *legs/no legs, fly/walk/slither*.

# 14. Grouping Plants and Animals



Read the clues. Then write or draw each of the animals into the right space.

## 15. Different Plants

Ask children to choose two different plants and make drawings of them, labelling parts *eg stem, leaf, root, flower, branch* and describing how these differ.

## 16. Animal Variation

In what ways are all animals like each other?

In what ways do they differ?

In what ways are all humans like each other?

In what ways are humans different from other animals?

Present children with a selection of information books about animals. Ask them to consider the ways in which animals are like each other and the ways that they differ from each other. Then consider how humans are like each other.

<b>17. Measuring Differences Between Children: Hand Span</b>	
--	--

Draw around your hand and then measure your hand span.


**Children should measure their hand span and then make a tally chart to show the hand span of all the children in the class.**



## 19. Measuring Differences Between Children: Height


Children should help to measure each others height using tape measures. When recording the results in the tally chart they may have to group the results, eg 110-115cm.



## 21. Timeline

Ask the groups to create a timeline and place the pictures in the appropriate places on the timeline. Add labels such as '*now*', '*a very long time ago*'.





<b>24. Why did the Fire Stay Alight for so Long?</b>	
<p>Ask the children to match 'heads' and 'tails' of sentences about the fire, eg <i>'The fire spread because...of the direction of the wind.'</i> <i>'The people escaped to the churches because...these were built of stone.'</i> <i>'The fire went out because... the wind stopped.'</i></p>	

<b>25. What Have we Learnt about the Great Fire?</b>	
--	--

Help the children to recall all they have found out about the fire and how they found out about it, *eg from the story, pictures, Pepys' diary*. Ask them to draw and then label a picture showing something important they have learnt about the fire.