

# Year 2 Science

## Animals, Including Humans

### Learning from Home Activities



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## Programme of Study – Animals, Including Humans

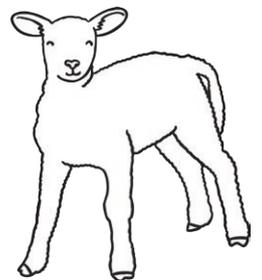
Statutory Requirements	Activity Sheet	Page Number	Notes
Notice that animals, including humans, have offspring which grow into adults.	New Babies	2	
	Paper Plate Life Cycles	3	
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	Needs and Wants	4	
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Food Pyramid	5	
	My Healthy Body	6	
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**Note for parents:** The main focus of science teaching in key stage 1 is to enable pupils to experience and observe things, and to look at the natural and human-made world around them. Encourage your child to be curious and ask questions about what they notice, and help them to use different methods to answer their questions, such as observing changes over time, grouping and classifying things, carrying out simple tests, and finding things out using books and the internet. Talk to your child about what they are doing and encourage them to use simple scientific language to explain their ideas to you. Most science learning should take place through first-hand, practical experiences, therefore this booklet contains some ideas for recording information but has a strong focus on practical activity as well.

# New Babies

Find out about animal life cycles by trying some of these simple activities.

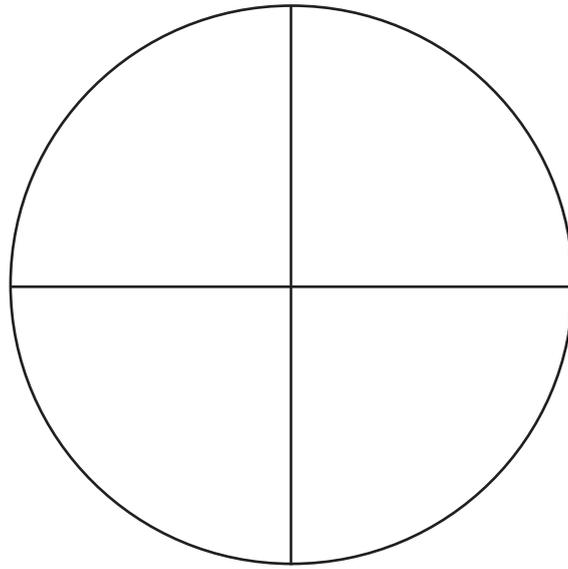
- In springtime, many baby animals are born. Look in the fields for newborn lambs and look at how they are similar to and different from their mums. Can you work out how the babies are fed?
- Find a farm near you, which runs open days or lambing weekends. Visit and see the baby animals.
- Look online for companies that sell butterfly life cycle kits and try hatching your own butterflies.
- Go to your local pond and look for frogspawn. If you want to collect some, you will need a fish tank to keep it in. Fill the tank with water from the pond and add a few pieces of pond weed, sticks and pebbles. Collect a small amount of frogspawn and put it straight into the tank. Keep the tank in a cool place, out of direct sunlight and watch the frogspawn hatch and the tadpoles develop. Use a magnifying glass to look at how the tadpoles change. Once the tadpoles have grown back legs, you will need to either provide a way for them to climb out of the water, or release them back to the pond they came from, as it is then that they start to need air to breathe.
- Look for time-lapse films online of butterflies pupating and hatching, or tadpoles developing into frogs.
- If you have any toy animals at home, sort them into groups, depending on how their babies are born. Ideas include: born from an egg/born from mum; born in water/born on land; mum looks after the babies/mum doesn't look after the babies.



**Note for parents:** The best way for young children to learn about animal life cycles is to experience them first hand. It is also important for children to understand that humans have a life cycle too. Often, children don't realise that humans are animals too!

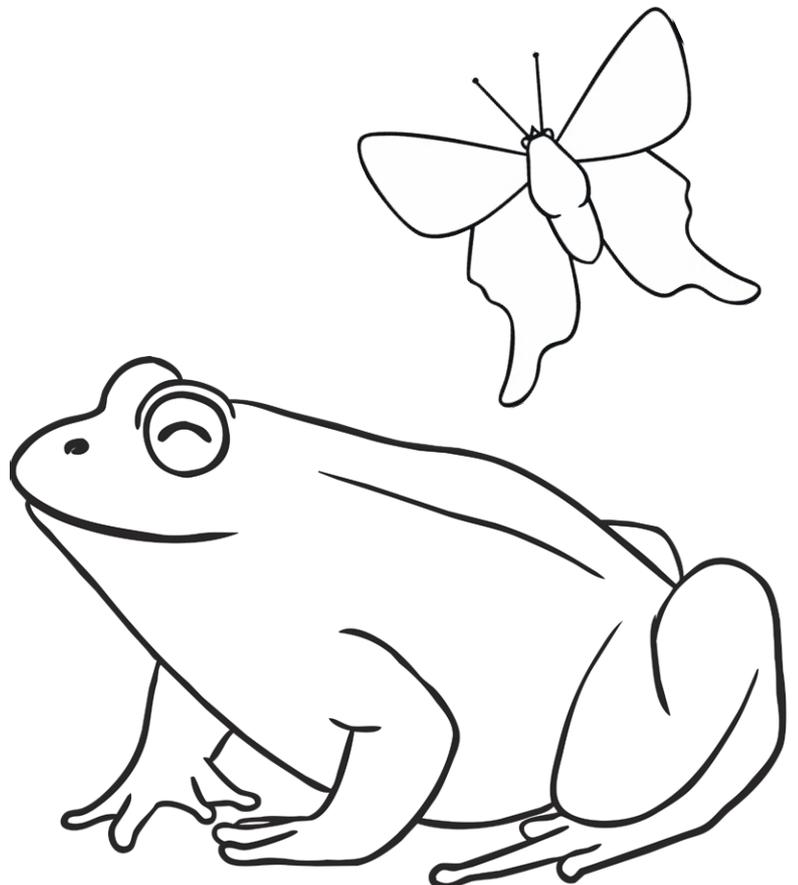
# Paper Plate Life Cycles

Divide a paper plate into four quarters like this:



In each quarter, draw a picture of one of the life stages of a butterfly. Add arrows to show the life cycle. Instead of pictures you could make a model of each stage – for example, you could use a pasta 'butterfly' for the adult stage.

Try this activity again for the life cycle of a frog.



# Needs and Wants

There are some things we need and some things we might want, but don't need. Can you sort these into the right box?

food	car	football	holidays	house
air	school	water	phone	balloons
	pets	toys	television	

## Needs

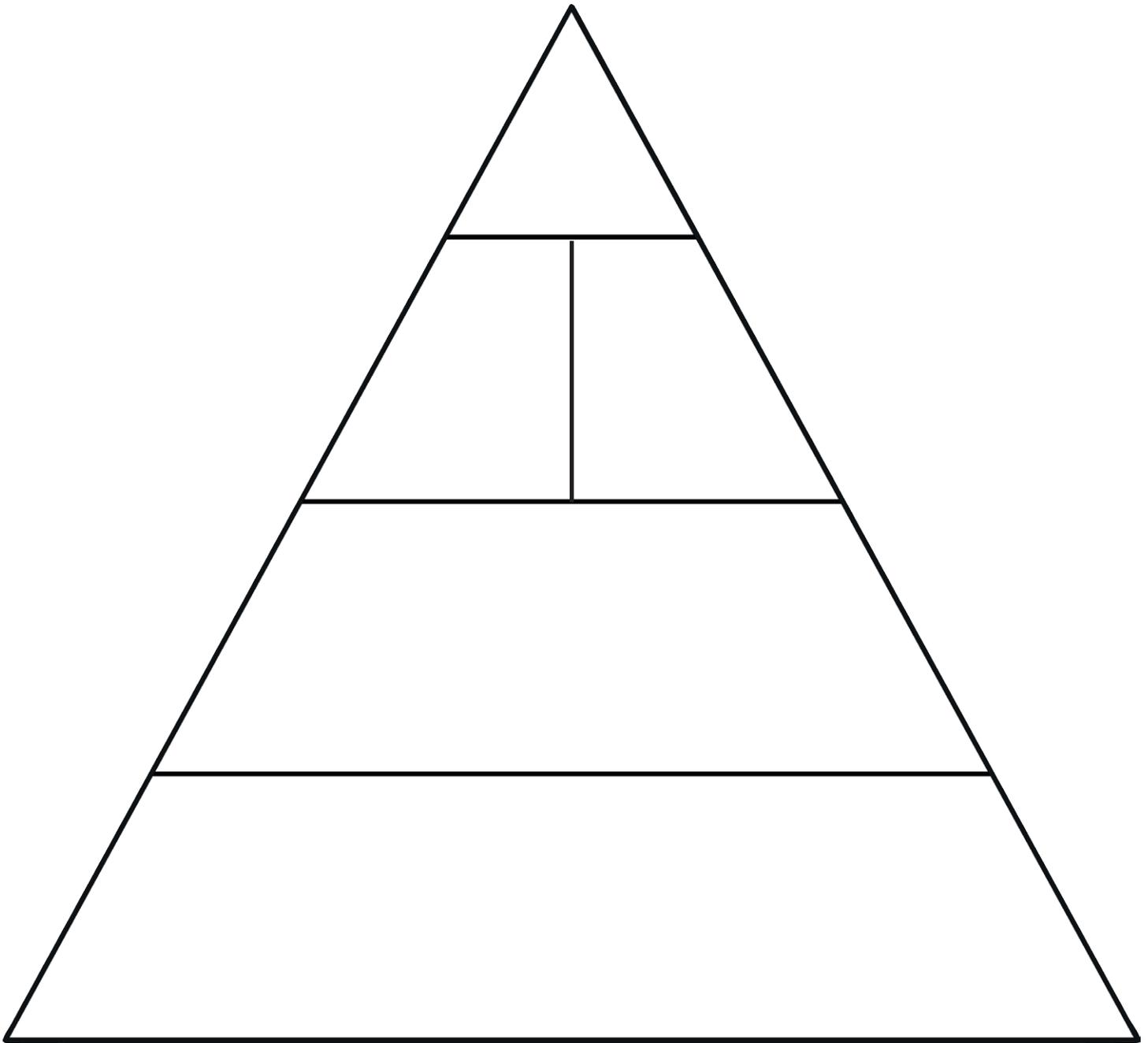
## Wants

**Challenge:** What are the basic needs of plants?

**Note for parents:** Scientists define the basic needs of animals as air (oxygen), food, water and shelter/warmth.

# Food Pyramid

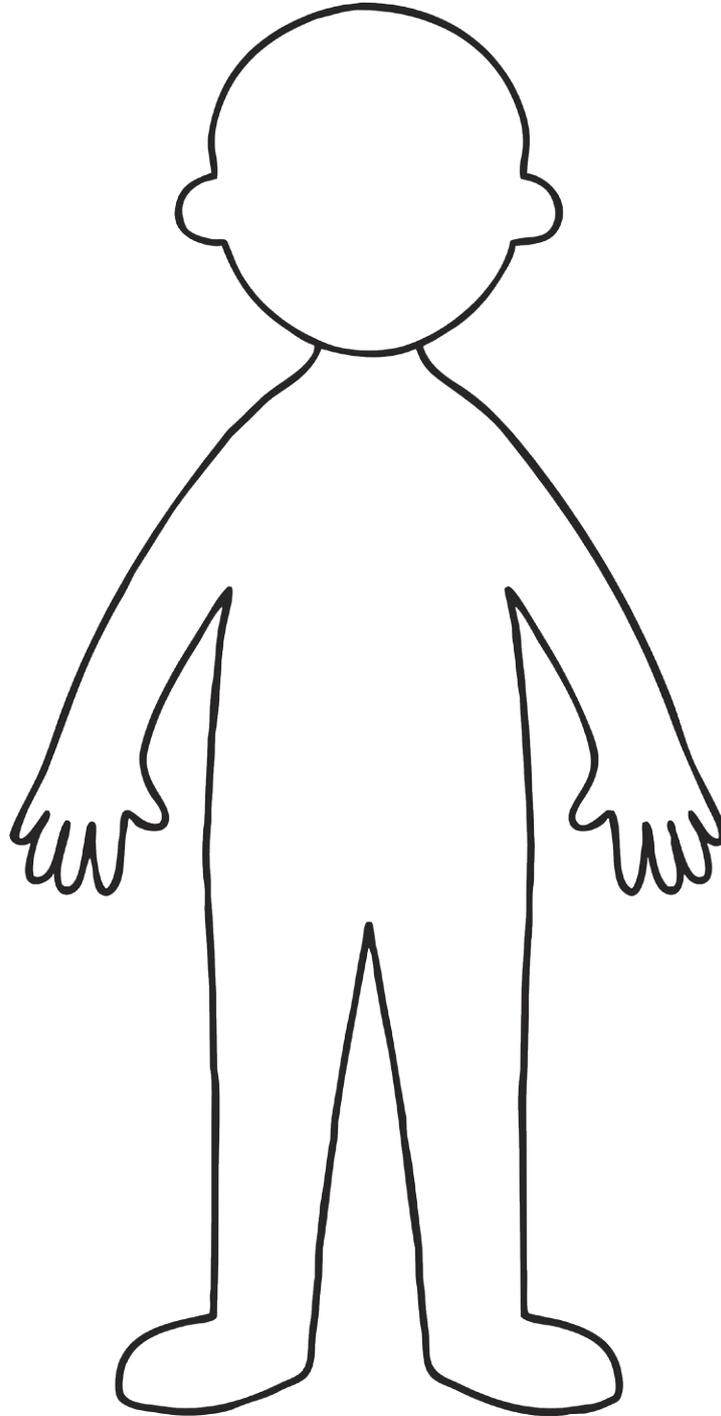
Draw pictures of the foods which belong in each group. If you don't want to draw, you can cut out pictures from magazines and stick those on instead.



**Note for parents:** The 'food pyramid' shows children the main food groups and the relative amounts of each that make up a healthy, balanced diet. Beginning at the bottom, the pyramid should show starchy foods (carbohydrates), such as bread, pasta, cereals and rice; then fruit and vegetables; followed by protein, foods such as meat, fish, eggs and beans; and dairy products, such as milk, cheese and yoghurt (both in the same section). At the very top of the food pyramid, there are foods that are high in fat or sugar; such as cakes, chocolate, oils, sweets and crisps. In year 2, children don't need to know the terms 'protein' and 'carbohydrate', but they do need to know which foods belong in each group and where it sits in the pyramid.

# My Healthy Body

Choose your favourite physical activity. You might go for a bike ride, play football, do gymnastics or anything else that gets your body working. Stop for a minute and think about how your body feels. Do you notice any changes? Label the figure below to show some of the changes that have happened to you.

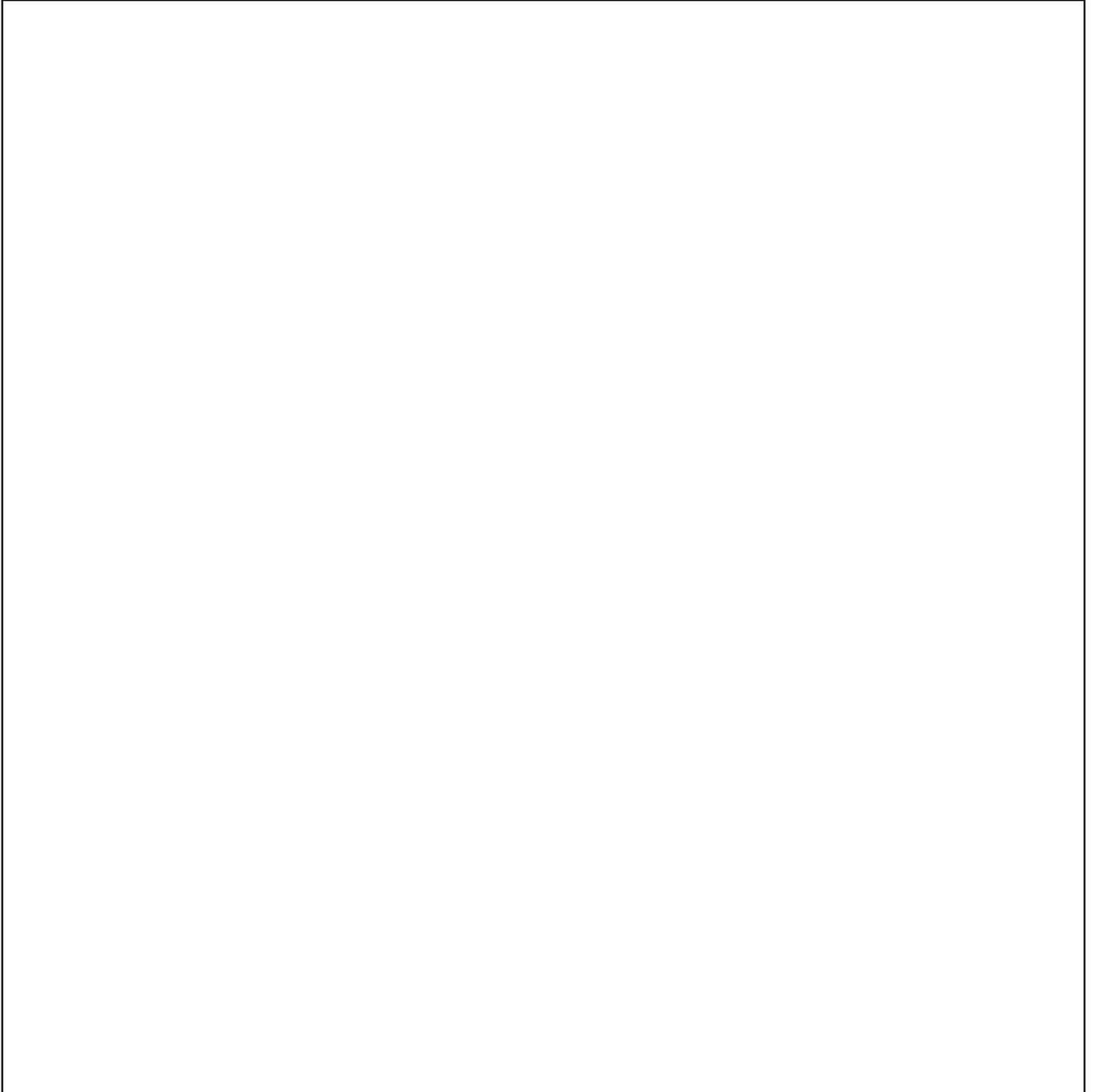


**Note for parents:** After exercise, children should be notice the following: heart beating faster, breathing more rapidly, skin becoming pinker, feeling warmer and possibly sweating. Talk to your child about why physical exercise is important in maintaining long-term health.

# Keeping Active

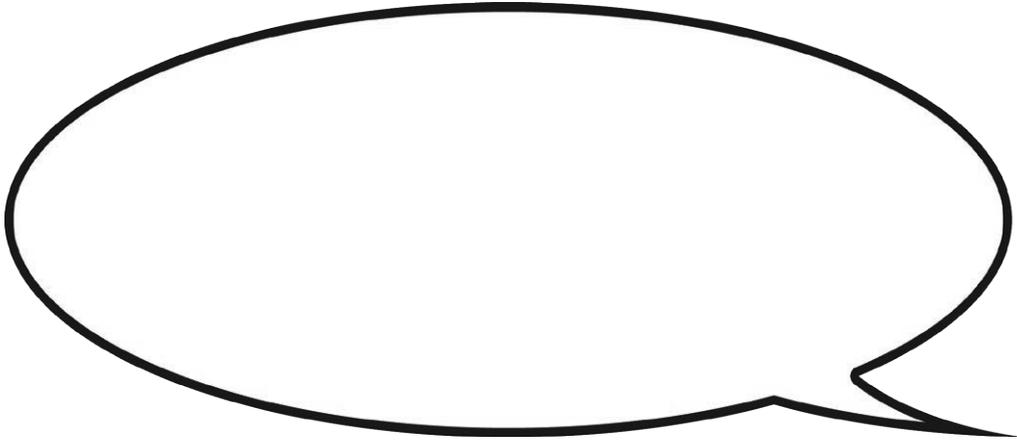
Make a poster giving people information on ways that they can keep fit and healthy. You might want to include information on:

- why we need to keep fit;
- what happens to our bodies when we exercise;
- different activities that we can do.

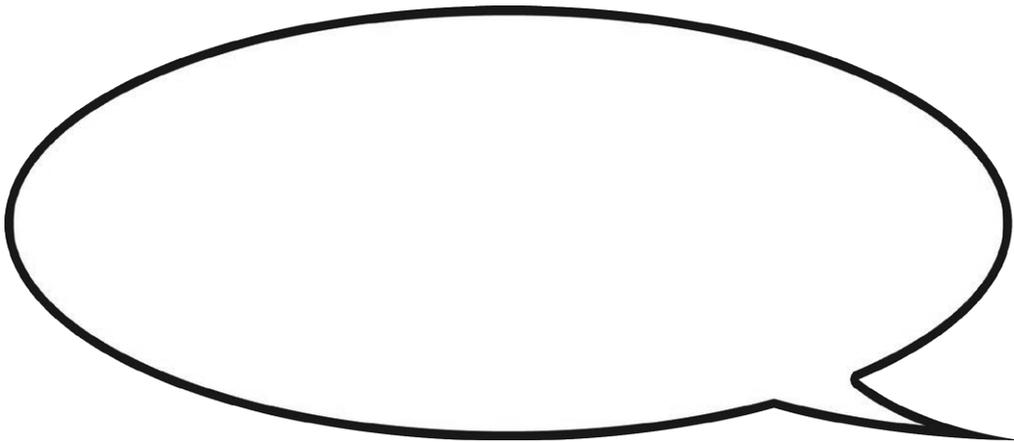


# Wash Those Hands!

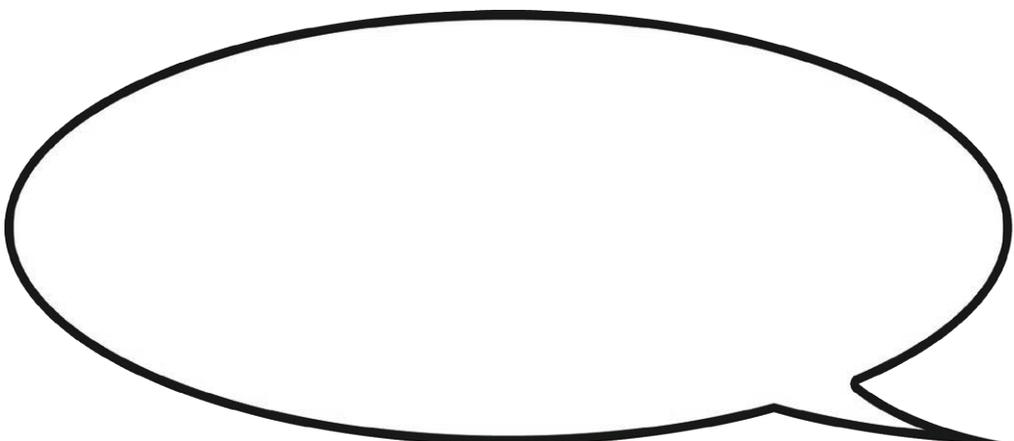
Imagine the Reception teacher at your school has asked you to explain to the new children, **how** to wash their hands properly. What would you tell them?



Now, explain **when** you should wash your hands.



Finally, tell the children **why** they need to wash their hands.



# Key Vocabulary

Children should become familiar with this vocabulary and, where appropriate, depending on age and ability, read and spell the words.

life cycle	air	heart
baby	water	lungs
adult	food	exercise
hygiene	shelter	healthy