

Comparing animals from different habitats

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Meet & handle Suntrap's animals including fire salamander, hissing cockroaches, corn snake, stick insects and giant African snails before going out to explore some of the invertebrate animals which live in the forest.

Learning objectives

- to treat animals and the environment with care and sensitivity
- to identify, name and describe a variety of animals and their habitats
- to identify that living things live in habitats to which they are suited
- to describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Some suggestions for visit preparation

1. Ask children what they understand by the word "animal" they may well not think of invertebrates (beetles, snails, spiders etc.) as animals.
2. Make sure children understand the meaning of the word habitat.

Follow on suggestions

1. Visit different micro-habitats within the school grounds to identify where animals live e.g. turn over stones and lift plant pots to find woodlice; look under damp bushes or by damp walls for snails; dig up soil to find earthworms.

National curriculum links

Y2 Science

Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)





EVENT SPECIFIC RISK ASSESSMENT



Visit details: Comparing animals from different habitats

Carried out by: Suntrap

Date: November 2018

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any children who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	It is school's staff responsibility to ensure they bring and administer medication needed for any particular children. Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads (Suntrap Line). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through stream.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.
Allergies/animal borne diseases.	Suntrap staff to be made aware of any allergies i.e. feathers/fur prior to handling. Hands should be washed with warm soapy water before eating any food.
Injury from animals	Children should be supervised at all times when handling animals.