

Animal adaptation

Animal adaptation – half day option

Through hands on activities explore how real animals are adapted to their habitat.

Choose one of the following;

- **Ponds (April-October only)** collect animals from a pond within the Suntrap grounds
- **Woodland invertebrates** collect animals from a woodland floor habitat
- **Meadow (April- September only)** collect animals from a local grassland

Learning objectives

- to use classification keys to sort animals into different groups according to observable characteristics
- to observe the similarities and differences between characteristics of the animals found in a habitat, giving reasons for classifying them into a certain group
- to identify how the animals found are adapted to suit their environment
- to explore the advantages and disadvantages of specific adaptations of the animals found



Some suggestions for visit preparation

1. Introduce important vocabulary; *habitat, predator, prey, insect, camouflage, exoskeleton, adaptation, evolution, invertebrate, vertebrate.*
2. Discuss how animals breathe on land and in water, body parts/shape that help them move and how animals might protect themselves in their habitat, e.g. camouflage.

Follow on suggestions

1. Design a key to sort animals from a different habitat using observable characteristics.
2. Research how animals in other water habitats are adapted to survive, e.g. the ocean, a river.

National curriculum links

Y6 Science

Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Evolution and inheritance

- recognise that living things have changed over time
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution



Ground Beetle



Adaptations to habitat

- Exoskeleton covering all parts of body
- Has two pairs of jaws (pincers) and mouth feelers to smell, taste and push food into its mouth
- Has long antennae on the side of its head
- Has a compound eye (made up of 100s of tiny parts) which bulges out so it can see in many different directions at once
- Has hooks at end of leg to cling on





EVENT SPECIFIC RISK ASSESSMENT



Visit details: Animal adaptation

Carried out by: Suntrap Centre

Date: Jan 2019

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/water borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Open cuts should be kept dry and/or covered. Hands should be washed with warm soapy water before eating lunch/snack. Tables to be wiped with disinfectant before eating if animals/soil on tables.
Animal bite/stings	Children should be supervised at all times when handling animals. Suntrap staff to make children aware of animals that are not safe to collect, e.g. red ants, wasps.
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. Tables will be cleaned with disinfectant before lunch/snack.