

Suntrap Animals

Suntrap animals (indoor activity) - This is a half day activity, add a second half day activity to make your own programme for your day at Suntrap. [Click here for KS2 activities.](#)

In this classroom-based activity, children will meet and handle a range of our vertebrate and invertebrate animals, e.g. corn snake, fire salamander, giant millipede. The characteristics of each of the vertebrate and invertebrate groups will be explored in detail. By handling the animals and using information cards children can explore how each animal is adapted to its habitat through evolution. We will explore the effect of the climate and ecological emergency on the habitats of the animals.



Learning objectives

- to use observable characteristics to sort animals into different groups
- to observe the similarities and differences between characteristics of the animals giving reasons for classifying them into a certain group
- recognise how the animals studied have adapted to that habitat through evolution
- identify individual animals' adaptations and their purpose
- consider the potential effect of the climate and ecological emergency on the animals met



Some suggestions for visit preparation

1. Introduce important vocabulary; habitat, predator, prey, camouflage, adaptation, evolution, invertebrate, vertebrate.
2. Discuss how animals breathe on land or 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 your own animal giving it a habitat and label how its body parts/colour would help it to survive in its habitat (adaptations).
2. Research animals that can survive in extreme conditions, e.g. polar bear, camel

National curriculum links

Science

Y3 Animals including humans

- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Y4 Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Y4 Animals, including humans

- construct and interpret a variety of food chains, identifying producers, predators and prey

Y5 Living things and their habitats.

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Y6 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 characteristic

Y6 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



Click [here](#) to read our day visit risk assessment

Bringing nature nearer

