

Adaptation of grassland invertebrates – half day option

This activity is only available from April to September.

Using sweep nets, pooters and beating sheets children will collect invertebrates from a meadow habitat in Epping Forest for closer observation and study. They will identify and group the animals (with the aid of microscopes) based on observable characteristics using a key. Using microscopes and books, they can explore how these animals are adapted to meadow habitat.

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 invertebrates found in the habitat giving reasons for classifying them into a certain group
- to identify how the invertebrates found are adapted to suit their environment
- to explore the advantages and disadvantages of specific adaptations of the invertebrates



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 habitats are adapted to survive, e.g. the ocean, a woodland floor.

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



EVENT SPECIFIC RISK ASSESSMENT

Visit details: Grassland invertebrates

Carried out by: Suntrap Centre

Date: Dec 2017

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	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.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which involve touching plants/soil. Hands should be washed with warm soapy water before eating lunch/snack.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited. Children instructed on how to use a
Injury from use of equipment	Children instructed on how to safely use a sweep net.
Insect sting/bite	Children advised on what insects to avoid and how to behave around them to reduce likelihood of sting.