

Amazing animals and plant explorers – AM or PM session

In the classroom children will meet and handle a variety of Suntrap's animals, such as fire salamander, corn snake, stick insect, giant African snail and hissing cockroach. They may also meet the rabbits and chickens which live outside. This will give them an opportunity to compare animals from different groups, e.g. reptile and mammals, and find out what they eat.

They will then go on an adventure to explore the forest undertaking a variety of games and activities to find out about plants.

Learning objectives

- to treat animals and the environment with care and sensitivity
- to identify and name a variety of animals from different groups
- to identify similarities and differences between the structure of animals in different groups including what they eat
- explore and appreciate the natural forest environment
- to identify and describe types of plants found in the forest and their basic structure



Some suggestions for visit preparation

1. Ask children what they understand by the word animal and forest.
2. Introduce important vocabulary; *fish, amphibian, reptile, bird, mammal, herbivore, carnivore, omnivore.*

Follow on suggestions

1. Research further information about the animals they have seen (see Kids section of Suntrap website).
2. Discuss what the children would need to provide when looking after a pet.

National curriculum links

Y1 Science

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



EVENT SPECIFIC RISK ASSESSMENT

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 are appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff bring 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 is allowed to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones is prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through the 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.