

Pond animal adaptation – half day option

We recommend from late April to October only.

Children will collect animals from a pond within the Suntrap grounds for close observation and study. They will observe, identify and group the animals (with the aid of magnifiers) based on observable characteristics using a key. Using magnifiers and information cards, they can extract information to explore how these animals are adapted to the pond habitat. Adaptations of plants found in the pond can also be discussed.

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 the pond giving reasons for classifying them into a certain group
- to identify how animals (and plants) found are adapted to suit the pond environment
- to explore the advantages and disadvantages of specific adaptations of the animals (and plants)



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



Visit details: Pond animals

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/ at the pond 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 or grounds. 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.
Water borne disease	Children instructed not to put fingers in mouth during/after activities which involve putting hands into water. Open cuts should be kept dry and/or covered. Hands should be washed with warm soapy water before eating lunch/snack. If animals have been in classroom, tables cleaned with disinfectant before lunch/snack.
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.
Deep Water	Children instructed to: take care at the edge of the pond, only one student per group at a time to be at pond edge, stand with a wide stance for balance, and don't over-reach with the net. Care will be taken when leaving the pond with the long net. Suntrap staff will carry a throw rope as a precaution. If working at field pond, children will be instructed to kneel when filling tray/emptying tray at dipping station.