

## Suntrap animals - classification & adaptation – half day option

In this classroom-based activity, children will meet and handle a range of Suntrap's vertebrates and invertebrates, e.g. corn snake, fire salamander, chicken. This will include at least one animal from each of the vertebrate groups. The characteristics of each of the vertebrate and invertebrate groups will be explored in detail and using information cards they will extract information to find out about how each animal is adapted to survive in its habitat.

### Learning objectives

- to use observable characteristics to sort the vertebrates into different groups
- to observe the similarities and differences between characteristics of the animals giving reasons for classifying them into a certain group
- to recognise that animals have changed over time, adapting to their habitat
- to explore the advantages and disadvantages of specific adaptations of the animals



### 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

#### 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 characteristic

#### 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: Animal classification and adaptation

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 classroom or 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.
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 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. Tables will be cleaned with disinfectant before lunch/snack.
Injury from animals	Children should be supervised at all times when handling animals.