

## Woodland invertebrates adaptation – half day option

Pupils will collect invertebrates from a woodland floor habitat and bring them back to the classroom for closer observation and study. They will identify and group the invertebrates (with the aid of microscopes) based on observable characteristics using a key. Using microscopes, they can explore how these invertebrates are adapted to the woodland floor 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 meadow.

### 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



Ground Beetle



#### Adaptations to habitat

- Exoskeleton covering all parts of body
- Has two pairs of jaws (gnathopods) and mouth feelers to smell, taste and push food into its mouth
- Has long antennae on the side of its head
- Has a compound eye (made up of 100s of tiny parts) which bulges out so it can see in many different directions at once
- Has hooks at end of leg to cling on



## EVENT SPECIFIC RISK ASSESSMENT



Visit details: Woodland invertebrates 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 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.
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 ( <b>Suntrap Line</b> ). No one to walk across the cattle grid.
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. Wellies should be worn when walking through 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. Tables to be wiped with disinfectant before eating if animals/soil on tables.
Animal bite/stings	Suntrap staff to make children aware of animals that are not safe to collect, e.g. red ants, wasps.