

# Pond animal adaptation (Y6)

**Ponds – classification & adaptation – half day option**

**April to October only.**

Pupils will collect animals from a pond within the Suntrap grounds for close observation and study. They may identify and group the animals (with the aid of magnifiers) based on observable characteristics using a key. Using magnifiers, they can 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



# EVENT SPECIFIC RISK ASSESSMENT

Visit details: **Ponds**

Carried out by: Suntrap Forest Education Centre

Date: Dec 2014

ISSUE List significant hazards which may result in serious harm or affect several people. Consider venue, activity, group, plan B ,etc	HOW TO MANAGE IT  What procedures will we have? (Control measures)	WHO TO BE INFORMED		
		S	Pu	Pa
Traffic safety	<ul style="list-style-type: none"> <li>follow safe procedures for crossing roads (<b>Suntrap Line</b>)</li> <li>do not cross cattle grid</li> </ul>	*	*	*
Getting lost	<ul style="list-style-type: none"> <li>keep within sight of teacher/adult &amp; observe boundaries as directed by the staff</li> </ul>	*	*	*
Slip/trip/fall/minor injury	<ul style="list-style-type: none"> <li>do not run, climb trees, pick up or throw sticks/stones</li> <li>Suntrap staff to carry first aid kit</li> </ul>	*	*	*
Medical / behavioural conditions	<ul style="list-style-type: none"> <li>all adults to be aware of any particular conditions e.g. asthma &amp; allergies</li> </ul>	*		
Soil-borne diseases	<ul style="list-style-type: none"> <li>Wash hands at the end of the activity</li> </ul>	*	*	*
Deep water (falling in, slippery banks)	<ul style="list-style-type: none"> <li>care exercised near water edges</li> <li>pupils briefed on safe collecting techniques; only one child from each group by pond at a time</li> <li>adults to be particularly observant when pupils are near water</li> </ul>	*	*	*
Water borne diseases	<ul style="list-style-type: none"> <li>do not put hands into water if cut or have a skin condition</li> <li>wash hands at the end of the activity</li> </ul>	*	*	*

You must also ensure that appropriate persons are aware of any *Generic* procedures, but these do not need to be repeated here.  
The activity must only take place if the residual risk following implementation of control measures is deemed to be low.

S-Staff Pu-Pupils Pa-Parents