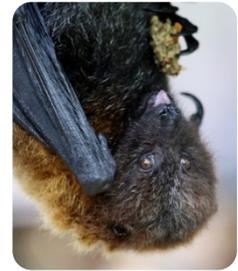


Key Stage 1 & Key Stage 2

NOCTURNAL ANIMALS/SENSES



General points about this talk:

Talks generally last 30-40 minutes and take place out in the Park in all weathers; please ensure that your pupils wear suitable clothes for the conditions.

Talks are generally lead by the keepers on this section so they may vary slightly between different staff members. We will adapt this talk according to the age of the children and as such it is suitable for pupils from KS1 right through to GCSE level.

Much of this talk is held inside so we have a strict maximum of 20 children per talk. If your group is larger than this, we will split your group into smaller groups.

Unfortunately, we are unable to give this talk during June and July.

The normal meeting point for this talk will be at the Education Meeting Point.

What we will cover in the talk:

Ideally suited to schools studying Nocturnal animals for their Year 2 non-chronological reports SATs or for classes who want to explore the world of animal senses further; this talk takes a look at the extraordinary senses that animals can have.

Nocturnal animals are mostly active at night and usually sleep during daylight hours. During this talk, we take a look at the benefits of this strategy from avoiding being detected as either predator or prey to sheltering from the heat in hotter areas, and avoiding competition for food and resources.

Dealing with lower light levels means that the animals' senses have to compensate. Nocturnal animals often have highly developed sense of smell, eyesight and hearing. This often means that they have larger ears and eyes in comparison to their body size to compensate for the lower light levels at night. We will take a look at the senses used by three or four different animals including owls and a visit to the bats to discuss echo-location.

If you choose the general senses option, the animals visited may vary to include animals with other unusual senses (e.g. heat pits in snakes).



Animals we may include:

We cannot guarantee which animals you will see during your talk but you will visit at least three of the following:

Grey mouse lemur	Great grey owl
Egyptian fruit bat	Python, boa or rattlesnake
Seba's short-tailed bat	Naked mole rat
Pallas cat	Lesser bushbaby

Areas of the new National Curriculum that this talk addresses:

Year 1

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.

Non-statutory guidance: Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 2

Living things and their habitats:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other



- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans:

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Non-statutory guidance: They should also be introduced to the processes of reproduction and growth in animals. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.

Year 3

Animals, including humans:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Non-statutory guidance: Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Year 4

Living things and their habitats:

- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

Non-statutory guidance: Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences.



Year 5

Living things and their habitats:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Non-statutory: Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences.

Year 6

Evolution and inheritance:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Non-statutory: Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

