



Maidstone Museum Learning Team

Animal Encounters Workshop Information Sheet

Useful information for before, during and after your workshop.

Workshop overview; 1 hour in length

This workshop is based in our Natural History gallery and is very practical and interactive, therefore a minimum of 1 adult to 5 children is needed. Children become scientists investigating food chains and habitats linked to the varied local Kent environments. They have the opportunity to identify different types of creature, looking at how they have adapted to their environment/habitat. Children play a quick fact game where they are able to help each other learn some new facts. They label our display cases according to the type of creatures inside and also link them together in physical food chains.

Activities include fact game, identification of wildlife, creating a food chain. Children will be working in groups of up to 5 for part of this gallery based workshop. Opportunities are given for discussion, sharing, imagining, reasoning, empathy, collaboration.

This workshop is adapted to suit year group.

Key Vocabulary and glossary;

Food chain; a series of living beings in which each serves as food for the next.	Adaptation; a change in an organism, over time, that better enables it to survive and multiply.
Habitat; the natural environment of an animal or plant	Bird; an animal with two wings, two feet, and a body covered with feathers
Environment; the things and conditions that are all around you	Mammal; a warm-blooded animal with fur or hair on its skin and a skeleton inside its body
Specimen; something that was once living or came from nature	Crustacean; an animal with a hard, jointed shell, that live in fresh or salt water
Predator; an animal that hunts other animals for food	Fish; an animal that lives in water and has fins for swimming and gills for breathing
Prey; an animal being hunted, caught, and eaten by another animal	Reptile; a cold-blooded animal with a skeleton inside its body and dry scales or hard plates on its skin
Insect; a very small animal with a hard covering over its body that is divided into three parts. They have three pairs of legs and one or two pairs of wings.	Arachnid; an arthropod having four pairs of legs and belonging to the class that includes scorpions, ticks, and spiders
Herbivore; a plant eater	Woodland; land covered with trees - forest
Carnivore; a meat eater	Seashore; land that borders the sea or ocean
Omnivore; a plant and meat eater	Garden; an area of land used for growing plants, often around a person's home.



River; a large natural stream of water flowing in a particular direction toward a lake or sea	Lake; a large body of fresh or salt water that is surrounded on all sides by land
Adaptation; a change in an organism, over time, that better enables it to survive and multiply.	Nature; living things in their natural state; all things that are not made by people
	Adapt; change to suit surroundings

Curriculum links;

National Curriculum;

*KS1 Y1 Science; **Animals., inc humans;** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals*

*KS1 Y1 Science; **Animals., inc humans;** identify and name a variety of common animals that are carnivores, herbivores and omnivores*

*KS1 Y2 Science; **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

*KS1 Y2 Science; **Living things and their habitats;***

identify and name a variety of plants and animals in their habitats, including micro-habitats

*KS1 Y2 Science; **Living things and their habitats;***

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.

*KS2 Y4 Science; **Living things and their habitats;** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment*

*KS2 Y5 Science; **Living things and their habitats;** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*

International Primary Curriculum;

Milepost 1; Our World – Science

Milepost 1; Science – Earth – Our Home

Milepost 3; Science – Existing Endangered ... Extinct?

Cornerstones;

EYFS; Why do Spiders eat Flies?

Year 1; Paws, Claws and Whiskers

Year 2; Beachcombers

Year 2; Wriggle and Crawl

Year 4; Blue Abyss

Year 5; Beast Creator

Year 6; frozen Kingdom

Year 6; Darwin’s Delights

Key galleries to look in;

Natural History, Dinosaurs and Fossils



Craft workshops to accompany main workshop. Up to 1 hour in length

N/A

Arts Award – Discover in a Day

N/A

Additional website links;

http://www.bbc.co.uk/schools/scienceclips/ages/8_9/habitats.shtml

<http://www.bbc.co.uk/education/topics/zxq6pv4>

<http://www.primaryhomeworkhelp.co.uk/habitats.html>

<http://www.wildlifetrusts.org/wildlife/habitat-explorer>

<http://education.rspca.org.uk/education/teachers/gallery>