Spotting adaptations: answers

What your child practised: what an adaptation is, and telling body features from behaviours (Year 6 science).

Page 1 · Warm up

webbed feet **F** · migrating **B** · sharp claws **F** · hibernating **B** · long eyelashes **F** · hunting at night **B**

Page 2 · Try it together

Answers will vary. Each row needs something it **has**, something it **does**, and a reason linked to survival.

Page 2 · A. Match

webbed feet → push through water
long neck → reach high leaves
swallows → find insects somewhere warmer
owl's feathers → fly almost silently
hibernating → survive a winter with little food

Page 3 · B. Sort

Body features: thick fur, long sticky tongue, colours that match the background (camouflage).
Behaviours: huddling, digging a burrow, playing dead.

Page 3 · C. Not adaptations

The dog that learnt to fetch (learnt, not inherited), the fox's scar (an injury), the dog's raincoat (given by people).

Page 3 · D.

Answers will vary, e.g. a squirrel: a bushy tail for balance (feature); burying nuts to eat in winter (behaviour).

Challenge: No. Animals can't decide to grow a body part. Ducks are born with webbed feet, inherited from their parents. Long ago, ducks with better swimming feet survived and had more young, so the feature was passed on.

Watch out for

- **"The animal chose it."** If an animal "grew it because it needed it", ask: "Was it born like that? Did it get it from its parents?"
- **Features and behaviours mixed up.** Thick fur is a body feature; huddling is a behaviour. Ask: "Does it have it, or do it?"
- **Useful isn't enough.** A learnt trick, an injury or a dog's coat may help, but they aren't inherited, so they aren't adaptations.

Going further (5 minutes, no paper)

- **Has it or does it?** Take turns naming an adaptation; the other says "has it" or "does it", and how it helps. Plants count too, like a bramble's thorns.
- **In the game:** Chapter 2, Desert adaptations, shows how camels, foxes and cacti cope with heat and little water.