

Pond Dipping EYFS

Session Overview and Learning Objectives

Session Summary

- This session is suitable for one class at a time of up to 30 children
- It can last 50 minutes for groups splitting their day into 3 sessions
- or 90 minutes for groups splitting their day into 2 sessions
- Required ratio – 1 adult:6 children

An exciting way to introduce children to some of our native creatures. We will provide all the equipment needed such as pond nets, white trays, magnifying glasses, ID sheets, and a safety throw line. You are welcome to start your session in the classroom with a story such as ‘Inky Pinky Blot’ which can be shown on our interactive screen and is a great way to get the children thinking about some of the creatures they might encounter in the pond.

Please note that equipment loss or breakages will have to be charged to the school at replacement cost. Please bring along protective gloves for children and adults with fresh cuts and eczema and take home with your rubbish.

We will endeavour to allocate a SWT trained volunteer to introduce the group to how to dip safely if requested.

Top tip: Depending on your group, in our experience, attention spans can be shorter with this age group at the pond. Plan some back-up activities, especially if it is very hot or very cold.

Session Outline

50 Minute Session Plan

Time	Location	Activity
10 mins	Classroom	Optional story, especially if very wet, cold or hot outside
30-40 mins	Hollow pond	Introduction and pond dipping
5 mins		Plenary time / return to centre & wash hands

90 Minute Session Plan

Time	Location	Activity
15 mins	Classroom	Story – we have a range of digitised stories to introduce younger children to pond life
40 mins	Hollow pond	Safety demonstration and pond dipping
5 mins	Centre	Return to centre to wash hands
25 mins	Classroom	Your time – Watch SWTs microscope session video or lead your own plenary to recap learning

Learning Objectives

Learning Objective/Activity	Expected Learning Outcomes
<p>Story in classroom</p> <ul style="list-style-type: none"> • Introduce children to creatures that live in the pond (Inky Pinky Blot) 	<ul style="list-style-type: none"> • All will be able to name at least one creature that lives in the pond • Some will understand that a tadpole turns into a frog • A few will understand that this is called a life cycle
<p>Pond dipping</p> <ul style="list-style-type: none"> • Demonstration and safety talk • Use picture keys to identify and name creatures 	<ul style="list-style-type: none"> • All will observe life in a pond • Some will understand the need to be careful when handling small creatures • A Few will be able to recall the name of a creature they have found
<p>Video microscope</p> <ul style="list-style-type: none"> • To show life in the pond in detail 	<ul style="list-style-type: none"> • All will have seen the diversity of life in a pond • Some will be able to name a creature they have found • A few will be able to name a carnivore and a herbivore

Curriculum Extracts

EYFS educational programmes must involve activities and experiences for children, as follows:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.