Outdoor Learning

Pond Dipping KS1

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 investigate habitats, food chains, learn about classification and how to observe creatures closely. Pupils can use keys to identify invertebrates that they are generally less familiar with. We will provide all the equipment needed such as pond nets, white trays, magnifying glasses, ID sheets and a safety line.

Links to pre-recorded microscope sessions can be found on our website and watched prior to, or after your visit so that the children can learn all about the fascinating creatures they will have encountered at 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.

Session Outline

50 Minute Session Plan

Time	Location	Activity
5 mins	Centre	Gather equipment and walk to pond
40 mins	Hollow pond	Introduction and pond dipping
5 mins	Centre	Return to centre to 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
45 mins	Hollow pond	Introduction and pond dipping
5 mins	Centre	Return to centre to wash hands
25 mins	Classroom	Watch SWTs microscope session video / plenary quiz or worksheet

Learning Objectives

Learning Objective/Activity	Expected Learning Outcomes
Story in Classroom • Introduce children to creatures that live in the pond (Fergus the Frog)	• **All** will be able to name at least one creature that lives in the pond • **Some** will recognise the life cycle of a frog • **A few** will understand the concept of food chains
Pond Dipping • Demonstration and safety talk • Use picture keys to identify and name creatures	• **All** will understand how to work safely around water • **All** will experience the diversity of life in a pond • **Some** will be able to sort creatures according to number of legs • **A Few** will be able to identify some creatures using a key
Video Microscope • To show adaptations to life in the pond in detail	• **All** be able to name at least one carnivore and one herbivore • **Some** will be able to name one detritivore and understand the term • **Some** will understand at least one adaptation to the aquatic habitat • **Some** will be able to describe a simple pond food chain • **Few** will be able to name and describe adaptations of several pond invertebrates

Curriculum Extracts

The following bullet points are extracted from the national curriculum

KS1 Science

Animals, including humans

Pupils should be taught to:

- 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)

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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