

Pond Dipping KS2

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
40 mins	Hollow pond	Introduction and pond dipping
15 mins	Hollow pond	Pond bingo
5 mins	Centre	Return to centre to wash hands
30 mins	Classroom	Watch SWTs microscope session video / plenary quiz or worksheet

Learning Objectives

Learning Objective/Activity	Expected Learning Outcomes
<p>Pond Dipping</p> <ul style="list-style-type: none"> • Demonstration and safety talk • Use picture keys to identify and name creatures • Pond Bingo to test their identification skills 	<ul style="list-style-type: none"> • All will understand how to work safely around water • All will be able to sort creatures according to number of legs • Some will be able to identify creatures using a key • A few will be able to recall creatures names by their characteristics
<p>Video Microscope and Quiz</p> <ul style="list-style-type: none"> • To compare the structure of different invertebrates that live in the pond • To look closely at common characteristics of different groups of living things to aid classification • To identify adaptations and explain how they help animals to compete • To recap and reinforce learning 	<ul style="list-style-type: none"> • All will be able to recall at least one creature from the pond, its feeding strategy, adaptations and place in the food chain • Some will be able to identify and describe several creatures' adaptations • A few will be able to deduce feeding strategies and information about an animal from observing its adaptations and behaviours

Curriculum Extracts

The following bullet points are extracted from the national curriculum

KS2 Science

Year 3: Animals, including humans

Pupils should be taught to:

- 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

Year 4: Animals, including humans

Pupils should be taught to:

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

Year 4: Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Year 5: Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Year 6: Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Year 6: Evolution and Inheritance

Pupils should be taught to:

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