# Pond Dipping KS2

## Session Overview and Learning Objectives

### Session Summary

- This session is suitable for one class of 30 children
- 50 minutes
- Required adult:child ratio is 1:6

An exciting way for children to investigate an aquatic habitat and learn about food chains, classification and how to observe pond creatures closely. Children can use ID sheets to identify invertebrates that they are generally less familiar with.

We will provide all the equipment needed; pond nets, white trays, magnifying glasses, spoons, ID sheets, protective gloves and a safety throw line.

The session will be led by a SWT volunteer. Please ensure that you provide the recommended adult:child ration for this session.

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 encounter at the pond.

### Session Outline

| Time | Location | Activity |
|---|---|---|
| 5 mins | Centre | Walk to pond |
| 10 mins | Pond | Introduction and safety talk |
| 30 mins | Pond | Pond dipping and bingo |
| 5 mins | Centre | Plenary and wash hands |

## Learning Objectives

| Learning Objective/Activity | Expected Learning Outcomes |
|---|---|
| **Pond Dipping and Bingo**<br>• Demonstration and safety talk<br>• Use picture keys to identify and name creatures<br>• Pond Bingo to test their identification skills | • **All** will understand how to work safely around water and be able to sort creatures according to number of legs<br>• **Some** will be able to identify creatures using a key<br>• **A few** will be able to recall creatures names by their characteristics |
| **Plenary Activity**<br>• Reflect on the different activities that they have experienced<br>• Share some of the key facts and knowledge that they have learnt<br>• Solidify memories of the experience by recapping them | • **All** will be able to recall at least one creature from the pond, its feeding strategy, adaptations and place in the food chain<br>• **Some** will be able to identify and describe several creatures' adaptations<br>• **A few** will be able to deduce feeding strategies and information about an animal from observing its adaptations and behaviours |
| **Online Microscope Video and Quiz (at school – before or after the visit)**<br>• To compare the structure of different invertebrates that live in the pond<br>• To look closely at common characteristics of different groups of living things to aid classification<br>• To identify adaptations and explain how they help animals to compete<br>• To recap and reinforce learning | |

## 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:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution