


Session title	Pond Explorers	
Key Question	What lives in a pond?	
Session description	<p>With purpose-built raised ponds and specialist equipment, including electronic microscope and screen, WWT Llanelli is one of the very best places in the country to come pond dipping. Sessions can be adapted to suit your needs, with a focus on one or more of the following:</p> <ul style="list-style-type: none"> ▪ Identifying common pond animals ▪ Food chains (to include the terms carnivore, herbivore and omnivore) ▪ Habitats 	
Key Stage suitability	Foundation Phase	
Duration	1 hour	

Curriculum links	<p>Curriculum for Wales</p> <p>Science and Technology</p> <p>Being curious and searching for answers is essential to understanding and predicting phenomena</p> <ul style="list-style-type: none"> ▪ Progression step 1 <ul style="list-style-type: none"> ○ I can explore the environment, make observations and communicate my ideas. ▪ Progression step 2 <ul style="list-style-type: none"> ○ I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. ○ I can explore relationships between living things, their habitats and their life cycles ○ I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others. <p>The world around us is full of living things which depend on each other for survival</p> <ul style="list-style-type: none"> ▪ Progression step 1 <ul style="list-style-type: none"> ○ I can recognise that plants and animals are living things which grow. ○ I can identify, follow and begin to create sequences and patterns in everyday activities. ▪ Progression step 2 <ul style="list-style-type: none"> ○ I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. ○ I can explore relationships between living things, their habitats and their life cycles. <p>Humanities</p> <p>Our natural world is diverse and dynamic, influenced by processes and human actions</p> <ul style="list-style-type: none"> ▪ Progression step 1 <ul style="list-style-type: none"> ○ I am beginning to recognise the effects that I have on the natural world. ○ I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. ▪ Progression step 2 <ul style="list-style-type: none"> ○ I can describe how people and the natural world may impact on each other. ○ I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world. ○ I can describe how and where some places and environments are similar, and others are different.
------------------	---

	<ul style="list-style-type: none"> ○ I can recognise the distinctive features of places, environments and landforms, and how these may change. <p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action</p> <ul style="list-style-type: none"> ▪ Progression step 2 <ul style="list-style-type: none"> ○ I am beginning to appreciate and care for living things and my own environment. 		
Learning outcomes	All learners	More able learners	
	<p>Identifying common pond animals All learners will be able to name at least three animals that live in a pond.</p> <p>Food chains All learners will be able to create a simple food chain using common pond animals.</p> <p>Habitats All learners will be able to describe what common pond creatures need to survive in their habitat.</p>	<p>Identifying common pond animals Some learners will be able to describe how a pond creature moves.</p> <p>Food chains Some learners will be able to describe how the food chain is affected if there is a change in the environment.</p> <p>Habitats Some learners will be able to describe how certain creatures have adapted to live in a pond habitat.</p>	
Key vocabulary	Creature Predator	Habitat Prey	Identify Insect

Session Outline	Time
Introduction	5 mins
Learners are introduced to the centre, staff and volunteers running the session and the key question, explaining what we will be focusing on today.	
Section 1: What lives in a pond?	5 mins
Prediction stage – Learners make predictions on the creatures we will find during the pond dipping.	
Section 2: Pond Dipping	20 mins
Using nets, learners will dip in our purpose built ponds to discover as many different species as possible.	
Section 3: Identification	15 mins
Learners will identify the creatures using an ID chart. More able readers can discover facts about the creatures during the identification stage.	
Section 4: Observation	10 mins
Learners will observe some of the species more closely under a microscope and learn more about the creatures. We will adjust this section according to the focus you choose.	
Plenary	5 mins
Learners will review what they have learnt and ask any further questions.	