Session title	Pond Explorers	
Key question	What lives in a pond?	
Session description	With purpose-built raised ponds and specialist equipment, WWT Martin Mere 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: ▪ Identifying common pond animals. ▪ Food chains (to include the terms herbivore, carnivore and omnivore). ▪ Habitats	
Key Stage	EYFS	
Duration	30 minutes	

Curriculum links	EYFS: Understanding the world 3 and 4 year olds will be learning to… ▪ Use all their senses in hands-on exploration of natural materials. ▪ Talk about what they see, using a wide vocabulary. ▪ Begin to understand the need to respect and care for the natural environment and all living things. Children in reception will be learning to… ▪ Explore the natural world around them. ▪ Describe what they see, hear and feel whilst outside. ▪ Recognise some environments that are different from the one in which they live.		
Learning outcomes	All learners…	More able learners…	
	Will be able to use pond dipping equipment safely and effectively to catch animals with minimal disturbance to the habitat. Will understand that a pond is home to lots of different animals. Will be able to recognise an animal that lives in a pond habitat.	Will be able to recall the name and movement of at least one pond animal. Will be able to describe the similarities and differences between pond animals. Will be able to think about some of the animals we might find living in a pond habitat.	
Key vocabulary	▪ Ponds ▪ Habitat (home) ▪ Freshwater	▪ Swimming ▪ Crawling	▪ Slithering ▪ Wiggling

Session Outline	Time
Introduction	2 mins
Learners are given a brief intro to WWT Martin Mere and are introduced to the key question: What lives in a pond?	
Section 1: Demonstration	5 mins
Learners are shown how to pond dip safely without harming the creatures. (Don't splash, stay at the same tray).	
Section 2: Pond dipping	13 mins

Learners use their nets and trays to dip for creatures in the ponds.	
Section 3: Choosing an animal to re-enact	5 mins
Learners observe their animals and come up with an action for their movement.	
Plenary	5 mins
Learners share animal names and actions using images of creatures and the actions they have come up with. We perform the ‘Old MacDonald had a Pond’ song with actions.	