

Session title	Pond Explorers	
Key Q	Various Available	
Session description	With purpose built raised ponds and specialist equipment, including electronic microscope and screen, WWT Slimbridge 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 key questions: ▪ How can we group and classify pond animals? ▪ How are pond animals adapted to their habitat? ▪ How is energy passed down a pond food chain? ▪ How can we describe the life cycles of pond animals?	
Key Stage Suitability	KS2	
Duration	1 hour	

Curriculum links	KS2 Science Lower KS2: Living things and their habitats ▪ 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. Lower KS2: Animals, including humans ▪ Construct and interpret a variety of food chains, identifying producers, predators and prey Upper KS2: Living things and their habitats ▪ 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 Upper KS2: Living things and their habitats ▪ 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. Upper KS2: Evolution and inheritance ▪ 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.	
Learning outcomes	Most learners will...	More able learners will...
	▪ be able to identify an animal that can only be found in a freshwater habitat. ▪ be able to use pond dipping equipment safely and effectively to catch pond creatures. ▪ be able to classify and identify a pond creature using a scientific guide or key.	▪ identify differences and similarities between species and how this influences their survival. ▪ be able to describe, using scientific vocabulary, how their catch is adapted to living in a pond. ▪ demonstrate an understanding of how these similarities and differences lead to evolution.

Key vocabulary	Adaptations Survival Habitat	Ecosystem Threat Micro-habitat	Carnivore Herbivore Omnivore
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Session Outline	Time
Introduction	4 mins
Learners are introduced to the pond habitat and its characteristics along with the key question for the session.	
Activity 1: What do pond creatures need for survival?	5 mins
In pairs, learners think about what adaptations or skills creatures need for survival in a pond habitat.	
Activity 2: If you were a pond creature, what adaptation/skill would you choose?	5 mins
Learners consider three options on offer and vote with their feet to show their preference.	
Activity 3: Where to and how to pond dip, health and safety	3 mins
Learners are given hints and tips on where and how to pond dip plus how to do it safely.	
Activity 4: Pond dipping	25 mins
Learners investigate the pond habitat by dipping with their nets then identify the creatures they catch using WWT ID guides.	
Activity 5: Microscope and discussion session based on chosen objectives	6 mins
Learners observe and comment on creatures viewed close up using the microscope and screen.	
Activity 6: Complete a food chain/life cycle (if chosen objective)	6 mins
Learners work together to consider how energy moves through a food chain/creatures develop and change over their lifetime.	
Plenary	5 mins
Learners vote for their 'find of the day' and reflect on the key question.	