

Session title	Pond Explorers	
Key Q	What lives in a pond?	
Session description	<p>With purpose-built raised ponds and specialist equipment, including electronic microscope and screen, WWT Castle Espie 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"> <li>▪ Identifying common pond animals</li> <li>▪ Food chains (to include the terms carnivore, herbivore and omnivore)</li> <li>▪ Habitats</li> </ul>	
Key Stage suitability	Pre school and Foundation Stage	
Duration	30 minutes	
Resources required	<ul style="list-style-type: none"> <li>▪ Pond nets</li> <li>▪ Trays</li> <li>▪ Pond ID booklets</li> <li>▪ Magnifying glasses</li> </ul>	

Curriculum links	<p><b>Foundation: The World Around Us</b></p> <p>Interdependence:</p> <ul style="list-style-type: none"> <li>▪ What else is living?</li> <li>▪ How do living things survive?</li> </ul> <p>Movement and energy:</p> <ul style="list-style-type: none"> <li>▪ Where do living things move?</li> </ul> <p>Place:</p> <ul style="list-style-type: none"> <li>▪ What is in my world?</li> </ul> <p>Change over time:</p> <ul style="list-style-type: none"> <li>▪ How do things change?</li> </ul>		
Learning outcomes	<b>All learners</b>	<b>More able learners</b>	
	<ul style="list-style-type: none"> <li>▪ Will be able to name at least two species of animal that live in a freshwater pond.</li> <li>▪ Will be able to use pond dipping equipment safely and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Will be able to describe the movements and shape of at least one pond animal.</li> </ul>	
Key vocabulary	<ul style="list-style-type: none"> <li>▪ Ecosystem</li> <li>▪ Habitat</li> <li>▪ Wetland</li> <li>▪ Eutrophic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Biodiversity</li> <li>▪ Aquatic species</li> <li>▪ The nomenclature of said species.</li> </ul>	

Session Outline	Time
Introduction	5 mins
Learners are given an introduction to pond dipping.	
Activity 1: Responses to introduction	5 mins
Learners are given an opportunity to suggest what they might catch.	
Activity 2: Pond dipping	10 mins

Learners begin to dip into ponds using equipment provided.	
Activity 3: Identification of catch.	10 mins
Learners with support of adults use the ID booklets to identify at least three species.	
Plenary	5 mins
Guide asks the groups for some feedback on the names of what they have caught.	