

# Session Outline

## KS2: Pond Investigations (April - October)

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

<b>National Curriculum links:</b> KS2 programmes of study – Science: working scientifically, animals, living things and their habitats, evolution and inheritance		
<b>Learning Objectives</b>	<b>Session outline</b>	<b>Evaluation of Learners progress</b>
<ul style="list-style-type: none"> <li>Gathering, recording, classifying and presenting data</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Describe the difference in life cycles of different animals</li> <li>Construct a food chain, identifying producers, predators and prey</li> <li>Identify how animals and plants are adapted to suit their environment in different ways</li> </ul>	<p><b>Introduction</b> The class will have a brief welcome and introduction to the day. We will discuss what living things live in and around freshwater, their life cycles, adaptations and their relationships to each other.</p> <p><b>Activities</b> The children will use equipment to go pond dipping. They will use keys to identify what they've caught and find out what stage of life it's in. We will look at the different features of the creatures we come across and think about how this makes them adapted to suit their environment. We will discuss feeding relationships and think about what place each creature may take in a food chain.</p>	<p>To include: Discussion with children before, during and after the visit. Photographs (including photographs of their created adaptation creatures) which you may take for post visit discussions, displays and activities</p>
<b>Pre Visit activities</b>	<b>Post Visit activities</b>	<b>Relevant activity risk assessments</b>
<p>Introduce the topic of ponds by discussing why we need ponds- why did villages develop around ponds? – Drinking and cooking, washing, to put out fires, livestock drinking areas.</p> <p>Ask pupils if they know the names of any creatures they might find in a pond. Get the pupils to predict what the differences between the appearance of pond mini-beasts and those on the land may be. E.g. no wings, big feet to paddle with, gills to aid breathing.</p>	<p>Complete the class summary tally sheet using the group tally sheets, which the pupils filled in during their visit. Calculate the total number of each mini-beast and then plot this as a bar graph. Colour the bar graphs using the colours representing water quality levels and then use this to determine the water quality of the pond.</p> <p>Use the internet (e.g. <a href="http://www.bbc.co.uk/nature/life/Great_Crested_Newt">www.bbc.co.uk/nature/life/Great_Crested_Newt</a> and our website- <a href="http://www.theparkstrust">www.theparkstrust</a>) to find out about endangered species of Newts in our ponds and what is being done in Milton Keynes and nationally to help protect them.</p>	<ul style="list-style-type: none"> <li>Guided walks for schools</li> <li>Pond dipping</li> <li>Games</li> </ul>