

# Pond dipping KS2

## Session Overview and Learning Objectives

Please note if this session is self-led it will only take place if a trained Suffolk Wildlife Trust volunteer is available. Alternatively, your second-choice session will replace pond dipping.

Low water levels will prevent pond dipping; in this case, a suitable alternative session will be provided.

## Session Summary

- This session is suitable for up to 30 pupils
- The session will last up to 60 minutes
- Required ratio: 1 adult:10 pupils

An exciting way to investigate habitats and food chains, learn about classification and how to closely observe animals. Pupils will learn how to identify aquatic invertebrates that they may be unfamiliar with. All equipment required, including pond nets, white trays, viewers and identification keys, will be provided.

Links to pre-recorded microscope sessions can be found on our website [suffolkwildlifetrust.org](http://suffolkwildlifetrust.org) and watched prior to or after your visit enabling pupils to extend their learning about the fascinating animals they have encountered at the pond.

Please bring protective gloves for pupils and adults with fresh cuts and eczema.

## Session Outline

Time	Location	Activity
	Learning Centre	Walk to pond and gather equipment
5 minutes	Fen pool	Introduction to equipment
25 minutes	Fen pool	Pond dipping and identification of finds
5 minutes	Fen pool	Stop dipping and focus on identification
5 minutes	Fen pool	Discussion of finds
5 minutes	Fen pool	Return animals to the pond and clean trays and equipment
10 minutes	Learning Centre	Wash hands

## Learning Objectives

All will understand how to work safely around water

All will experience the diversity of life in a pond habitat

All will be able to identify animals using a key

Some will be able to sort animals based on observable similarities and differences

Some will understand that aquatic invertebrates get nutrition from what they eat

Some will understand that environments can change and that this can sometimes pose dangers

A few will be able to recall animals' names by their characteristics

A few will be able to identify and describe animals' adaptations

## Curriculum Extracts

The following bullet points are extracts from the National Curriculum

### KS2 Science

#### Years 3 and 4: Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills:

- making systematic and careful observations
- gathering, recording, classifying
- identifying differences and similarities

#### Year 3: Animals, including humans

Pupils should be taught to:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

#### Year 4: Animals, including humans

- construct and interpret a variety of food chains, identifying producers, predators and prey

#### Year 4: Living things and their habitats

Pupils should be taught to:

- 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
- recognise that environments can change and that this can sometimes pose dangers to living things.

#### Year 5: Living things and their habitats

Pupils should be taught to:

- 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

#### Year 6: Living things and their habitats

Pupils should be taught to:

- 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

### **Year 6: Evolution and Inheritance**

Pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution