

# Session Outline

## Wales KS2 Pond/Mud Habitat Study

**National Curriculum links: Communication;** Search for, access and select relevant scientific information, from a range of sources.

**Interdependence of Organisms;** Identification, nutrition, life cycles, place in environments, Study the environmental factors that affect what grows and lives in those environments

Learning objectives	Session structure	Assessment for learning
<p>Explore and identify animals in their habitat.</p> <p><b>Lower KS2</b> Recognise that living things can be grouped in a variety of ways. Create food chains using the creatures they have found.</p> <p><b>Upper KS2</b> Classify a range of creatures and reason why they belong to a particular group. Identify some creatures in different stages of their life cycle.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and how that adaptation may lead to evolution.</p>	<p><b>Introduction</b> Discussion around what the children already know about pond/mud minibeasts and make predictions for what they might find during their activity.</p> <p><b>Session activities</b> The children will investigate minibeasts in the pond/mud, searching and capturing using suitable equipment to aid their investigation. We will use keys to identify what we have found, learn more about what the minibeasts eat and any special features they may have. We will identify adaptations for survival. The children will create food chains using the minibeasts they find. or They will look closely and compare minibeasts that are in different stages of their life cycles.</p> <p><b>Plenary activity</b> We will provide opportunities for children to reflect on and review their learning throughout the session using a combination of questioning techniques, physical activities, games and facilitated discussions.</p>	<p>We will use games and activities to encourage children to reflect on their learning and enjoyment of the day.</p> <p>Children will be given the opportunity to give feedback in a variety of ways.</p>
Before your visit	After your visit	Key vocabulary
<p>Use the PowerPoint presentation on the website to introduce the visit with your class.</p> <p>Investigate the number of legs and body parts common types of invertebrates have e.g. insect, arachnid.</p>	<p>Give minibeasts a home at your school. Make a minibeast hotel, a bucket pond, create a log pile or plant some wildflowers to encourage minibeasts into your school grounds. For more guidance see the RSPB's 'How to' guides at <a href="http://www.rspb.org.uk/forprofessionals/teachers/resources/index.aspx">www.rspb.org.uk/forprofessionals/teachers/resources/index.aspx</a></p> <p>Take part in our Wild Challenge <a href="https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/">https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</a></p>	<p>Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation</p>