

Session Outline

KS2 Pond/Mud Habitat Study

National Curriculum links: KS2 Year 3: programme of study – Working scientifically
 Year 4: programme of study: Working scientifically, Living things and their habitats, Animals
 Year 5: programme of study: Working scientifically, Living things and their habitats
 Year 6: programme of study: Working scientifically, Living things and their habitats, Evolution and Inheritance

Learning objectives	Session structure	Assessment for learning
<p>Explore and identify animals in their habitat</p> <p>Lower KS2 Recognise that living things can be grouped in a variety of ways Create food chains using the creatures they have found</p> <p>Upper KS2 Classify a range of creatures and reason why they belong to a particular group. Identify some creatures in different stages of their life cycle. Identify how animals and plants are adapted to suit their environment in different ways and how that adaptation may lead to evolution.</p>	<p>Introduction Discussion around what the children already know about pond/mud minibeasts and make predictions for what they might find during their activity.</p> <p>Session activities The children will investigate minibeasts in the pond/mud, searching and capturing using suitable equipment to aid their investigation.</p> <p>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.</p> <p>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>Plenary activity 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. 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 wild flowers to encourage minibeasts into your school grounds. For more guidance see the RSPB's 'How to' guides Take part in RSPB Wild Challenge</p>	<p>Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation</p>