

# Session Outline

## Pond Habitat Study (Second Level)

**Curriculum for Excellence Experiences and Outcomes: SCN 2-01a, SCN 2-02a, SCN 2-14a**

*All of our programmes encourage interdisciplinary study and support Health & Wellbeing, Numeracy and Literacy Experiences and Outcomes across learning.*

Learning objectives	Session structure	Assessment for learning
<p>Explore and identify animals in their habitat</p> <p><b>P4 – P5</b> Recognise that living things can be grouped in a variety of ways</p> <p>Create food chains using the creatures they have found</p> <p><b>P6 – P7</b> Classify a range of creatures and reason why they belong to a particular group.</p> <p>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 mini beasts 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.</p> <p>We will use keys to identify what they have found, learn more about what they eat and any special features they may have.</p> <p>The children will create food chains using the information they have learnt and identify adaptations for survival and any special features the creatures may have. We will also look closely and compare the creatures that are in different stages of their life cycles.</p> <p><b>Plenary Activity</b> Were our predictions right? In small groups the children will use the creatures they have found to reflect on their learning with the rest of the class e.g. what was the groups favourite, where did they find it and what special features does it have.</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 wild flowers 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/school-grounds">www.rspb.org.uk/school-grounds</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>