

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</p> <p>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.</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>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.</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 www.rspb.org.uk/school-grounds</p> <p>Take part in our Wild Challenge https://www.rspb.org.uk/fun-and-learning/for-teachers/schools-wild-challenge/</p>	<p>Classification, keys, food chain, food web, herbivore, carnivore, omnivore, producers, consumers, adaptation</p>

