

Previsit Ideas

Before coming to the Ecology Centre with your class you may find the following ideas useful to set the scene and further learning.

- Discuss the term **minibeast** and **invertebrate** - compare and contrast with other animals including themselves. Appearance, lifecycle, movement, how they get oxygen.
- Revise what is a **habitat**.
- Display enlarged pictures of common pond animals (from the enclosed ID sheets or pictures from the web) and ask them to research their favourite pond creature – internet or book based (ICT/science).
- Discuss what might live in a pond and what all animals need to survive.
- Work on **food chains** and **food webs** - construct a simple food chain about known animals to contrast with those found in a pond.
- Work on **keys** to identify creatures or objects.
- Devise a code of conduct for pond dipping (citizenship and H&S)
- Work on **lifecycles** particularly that of the frog. If your visit is in springtime the pond should have frog and toad tadpoles in it, later in early summer the pond should have efts (newt tadpoles) present. All year round the pond is home to invertebrates like mayfly and damselfly nymphs.
- Read to the class the 'dear class' letter from this pack as a way to stimulate interest and gauge understanding.



Post visit ideas

To consolidate learning a follow up or post visit activity is often useful. This could take the form of a short task or a more longer term project.

Possible suggestions:

- Create minibeast pond creatures using clay and natural materials from the wildlife area or art materials back at school.
- Display work about pond creatures- children could draw or paint different minibeasts this could help reinforce work on **adaptation**, movement and where they live in the pond.
- Children could write a story in first person as an **invertebrate** or tadpole living in the wildlife pond and the dramas it faces to survive. (Literacy link)
- Recount of trip or a non chronological report writing about the creatures found in the pond (Literacy link).
- Use the data collected on tally charts to produce graphs to different graphs. (Numeracy and data handling).
- Play pond **food chain** or **food web** games to enable children to appreciate the importance of invertebrates.
- Comparison work with another habitat such as the woodland.
- Pond pollution - learn about 'indicator' species and find out which of the fresh water minibeast are indicators of clean water (Yr 6) (see pond survey sheet).

