



World AIMS Global Learning Project KS2

Subject: Cross-curricular	Topic: Eco Pond Project	Timescale: Over a series of lessons (flexible)
Context: This could be an extra-curricular activity or part of a learning series on the planet, sustainability, or a Science topic.		
Learning Objectives: The children will be able to: work collaboratively to design and build an eco pond for the playground or within the school grounds. The children will be able to: share orally and independently how an eco pond will benefit the habitats in their school grounds and the general environment.		
Support and Differentiation: We recommend that each session is differentiated as appropriate for your class and school. Words could be attached to visual images for support with reading and writing. The key vocabulary could be displayed in every session. It is recommended that each session has movement and a variety of tasks to be undertaken both independently and collaboratively. We also think it's great when time limits are visually displayed and referred to throughout tasks to keep students on track and limit surprises for those who rely on structure and routine.		
NC Curriculum 2014 Links: Science Design and Technology ICT Mathematics (mostly for the buying team)	Key Vocabulary: environment micro-organisms eco rubber pond materials tyres eco-system habitat	
Lesson 1: Learning about Ponds Introduction: What is a habitat? Children think, pair, share their answers. What lives in a pond? What do you already know about ponds? Children could write down their answers on post it notes or large sheets of paper which could be displayed. Station 1: True or false game on why are ponds important? (See sheet attached) Station 2: Matching animals and plants found in ponds to their names then sorting for extension into different types of animals or insects. Station 3: Life cycles – images and real life habitats for living things in ponds such as frogs (hands on Science). Plenary: What have you learned about ponds? Share something in a group of four that you didn't know before. Snowball this learning with another group of four and then collate as a class.		45 minutes
Lesson 2: Designing an Eco Pond Part 1: Split the class into 4 groups for researching – a. What time of year should we build the pond and where should our pond be? b. What steps do we need to take to build the pond? c. What shape and size should the pond be? d. What animals and plants should we put in the pond?		1 hour

<p>Each group researches their question using appropriate internet sites and library books if available. They then feeds back to the rest of their class on their findings.</p> <p>Part 2: Individually or in pairs, children draw and design the pond, inspired by the information they have learned above. Their designs should also be labelled to explain their ideas. Display these designs in the classroom or the school.</p> <p>Plenary: Reviewing ideas and designs. What would be realistic? Can we combine any ideas together? Children providing positive feedback to each other and try to decide upon a design for their pond.</p>	
<p>Lesson 3: Short Lesson on Materials Required Children could be provided with a set budget, as a class or in separate groups (see lesson below). Before doing any research, the whole class should decide upon what they need and what materials they require (in general terms). After this, the buying team will need to source and buy all the things needed in advance of the next lesson. Recycled tyres should be used as the edging/s of the pond.</p>	<p>30 minutes</p>
<p>Lessons 4-6: Constructing the Eco Pond Organise the children into teams which will be responsible for different aspects of putting the pond together. Each team will work on their role to build the pond using recycled tyres. The organisation of this is flexible and very much dependent on how the school chooses to implement this project.</p> <p>Buying Team: responsible for sourcing and purchasing all products, materials and animals needed for the pond (with an adult).</p> <p>Resource management Team: responsible for managing the resources that have been bought. It is important some aren't over used or run out immediately. This team have control (within reason) over when and how the resources and materials are used.</p> <p>Decorating Team: responsible for designing and decorating in and around the pond according to the collective class design decided upon in lesson 2.</p> <p>Planting Team: responsible for planting plants in and around the pond and carefully filling it with animals as decided upon also in lesson 2/3.</p> <p>Construction Team: responsible for building the lining and main construction of the pond.</p> <p>Take photographs of the completed pond and add them to the school/classroom display.</p>	<p>3+ hours</p>
<p>Follow Up Suggestions: Monitoring and upkeep of the pond Science: lifecycles of plants and animals that live in water such as frogs. Science: Pond dipping The Science of Water: different physical states of water Mathematics: pond measurements Extension/Challenge: adaptation to different pond habitats Homework: the interactions and interdependence of organisms within a pond</p>	

True or False Quiz: All About Ponds

1. Ponds are helpful to lots of plants and animals (true)
2. Ponds can help us and others learn (true)
3. Ponds attract unwanted animals and insects to green spaces (false)
4. Ponds don't attract new wildlife, only what we put in them (false)
5. Ponds can be a water source for birds and other animals (true)
6. Ponds are a place for animals and insects to grow and live that are being protected (true)

