

Session title	Birds, Beaks and Feeding Techniques	
Key Question	How do birds find and eat different foods?	
Session description	Describe and compare the structure of different wetland birds. Observe the birds as they feed; how do their different beaks and body shapes enable them to eat different foods? Are they carnivores, herbivores or omnivores? Can we use this knowledge to construct a wetland food chain?	
Key Stage suitability	Foundation Phase	
Duration	1 hour	

Curriculum links	Curriculum for Wales Science and Technology Being curious and searching for answers is essential to understanding and predicting phenomena Progression step 1 - I can explore the environment, make observations and communicate my ideas. Progression step 2 - I can explore relationships between living things, their habitats and their life cycles The world around us is full of living things which depend on each other for survival Progression step 1 - I can recognise that plants and animals are living things which grow - I can identify, follow and begin to create sequences and patterns in everyday activities. Progression step 2 - I can explore relationships between living things, their habitats and their life cycles Humanities Our natural world is diverse and dynamic, influenced by processes and human actions Progression step 1 - I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action Progression step 2 - I am beginning to appreciate and care for living things and my own environment		
Learning outcomes	Most learners	More able learners	
	will be able to name at least three things ducks, geese and swans eat. will be confident using binoculars to effectively watch birds. will be able to describe the differences between how different types of birds find food.	will be able to connect animals and plants together to make a simple food chain. will be able to deduce which pond creatures certain birds would be able to eat. will be able to predict what would happen if an animal was removed from the food chain.	
Key vocabulary	Beak Feed Predator Prey	Pecking Habitat Filter-feeding Food chain	Lamellae Carnivore Herbivore Detritivore

	Diving Dabbling Upending	Survive Healthy Behaviour	Omnivore Migration
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Session Outline	Time
Introduction	5 mins
Learners are introduced to the centre, staff and volunteers running the session and the key question, explaining what we will be focusing on today.	
Activity 1: How do birds find and eat different foods?	5 mins
Prediction stage – learners make predictions on what birds eat and begin to think about how they may eat differently to one another.	
Activity 2: Collection walk	20 mins
Learners feed the birds in our collection, learning about the different ways our ducks, geese and swans feed. Learners visit a hide to look at a wetland habitat.	
Activity 3: Flamingos	10 mins
Learners observe the flamingos and compare the way they feed to the ducks, geese and swans.	
Activity 4: Pond creature investigation	15 mins
Learners will observe and identify the creatures that some birds use as a food source	
Plenary	5 mins
We revisit the key question and discuss what the learners have learnt	