

Session title	Birds, Beaks and Feeding Techniques	
Key Question	How are birds adapted to find and eat different foods?	
Session description	Explore how different birds have evolved adaptations for varying diets and ways of feeding. Observe birds as they feed, from diving ducks and grazing geese to the filtering beaks of flamingos. What does each bird eat? Are they predators or prey? Can we use this knowledge to construct a wetland food chain?	
Key Stage suitability	KS2	
Duration	1 or 2 hours	

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. Progression step 3 - I can describe how living things compete for specific resources and depend on each other for survival. - I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment. - I can explain the role of different organs and systems that enable plants and animals to live and grow. 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. Progression step 3 - I can give simple descriptions of the processes that lead to change in the natural world. 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.
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Learning outcomes	Most learners	More able learners
	will be able to name at least five 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 Diving Dabbling Upending	Pecking Habitat Filter-feeding Food chain Survive Healthy Behaviour
		Lamellae Carnivore Herbivore Detritivore Omnivore Migration

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 are birds adapted to find and eat different foods?	10 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	15 mins
Learners feed the birds in our collection, learning about the different way our ducks, geese and swans feed. They visit a hide to look at a wetland habitat.	<i>This section is extended during a 2-hour session</i>
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 observe and identify the creatures that some of the birds are eating and create simple food chains.	<i>This section is extended during a 2-hour session</i>
Plenary	5 mins
We revisit the key question and discuss what the learners have learnt.	