Session title	Guided Bird Walk
Key Q	What will we discover on a guided tour of Llanelli Wetland Centre?
Session description	Discover the wonderful birds in our collection from our diving buffleheads to our fabulous flamingos. Learn about how they eat, where they build their nest and how they attract a mate.
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 o I can explore the environment, make observations and communicate my ideas. ▪ Progression step 2 o I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. o 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 o I can recognise that plants and animals are living things which grow. ▪ Progression step 2 o I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. o 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 o I am beginning to recognise the effects that I have on the natural world. o I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. ▪ Progression step 2 o I can describe how people and the natural world may impact on each other. o I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world. o I can describe how and where some places and environments are similar, and others are different. o I can recognise the distinctive features of places, environments and landforms, and how these may change. 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 o I am beginning to appreciate and care for living things and my own environment.

	o I can recognise that my actions and those of others impact upon communities and the environment.		
Learning outcomes	All learners	More able learners	
	<u>All learners</u> will recognise the ways that different species feed <u>All learners</u> will understand that some ducks nest differently to others <u>All learners</u> will be able to show how some of our species attract a mate	<u>Some learners</u> will be able to identify which species feed in a certain way e.g. diving <u>Some learners</u> will be able to name a duck species that nests in a tree <u>Some learners</u> will be able to explain what happens to birds feathers after the mating season is over	
Key vocabulary	Habitat Feeding Dabbling Diving Up-ending	Long necks Beaks Nesting Ground nesting Trees	Cranes Flamingo Display Shrimp Mate

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.	
Section 1: Top Pond	10 mins
Learners feed the birds on the top pond observing the different feeding techniques.	
Section 2: Bewick's Swans	10 mins
Learners meet our Bewick's Swans and learn about their migration and what makes them unique.	
Section 3: Where do they nest?	5 mins
Learners are shown different nest boxes around the collection that cater for different species, looking in particular at our tower nest box. Did they know that some ducks nest inside trees?	
Section 4: Cranes and flamingos	20 mins
Learners visit our beautiful crane and our fabulous flamingos to learn more about the species and the interesting dances they do to attract a mate.	
Plenary	10 mins
Learners meet our 'nenes', and learn why they are such an important species to the WWT. Learners will review what they have learnt and ask any further questions.	