

Session title	Guided Bird Walk	
Key Question	What will we discover on a guided tour of Llanelli Wetland Centre?	
Session description	Take a walk around the world to learn about the threatened species that WWT are trying to protect. Learn about their feeding habits and behaviours, discover how they've adapted to living in a wetland and learn the importance of their mating displays.	
Key Stage suitability	KS2	
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 the environment, make observations and communicate my ideas. - I can explore relationships between living things, their habitats and their life cycles. Progression step 3 - I can understand how my actions and the actions of others impact on the environment and living things. 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. Progression step 2 - I can recognise that what I do, and the things I use, can have an impact on my environment and on living things. - I can explore relationships between living things, their habitats and their life cycles. Progression step 3 - 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. - I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments. Humanities Our natural world is diverse and dynamic, influenced by processes and human actions Progression step 1 - I am beginning to recognise the effects that I have on the natural world. - I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. Progression step 2 - I can describe how people and the natural world may impact on each other. - 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. - I can describe how and where some places and environments are similar, and others are different. Progression step 3 - I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.
------------------	--

	- I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world. - I can give simple descriptions of how places, spaces, environments and landforms have changed over time. - 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. - I can recognise that my actions and those of others impact upon communities and the environment. Progression step 3 - I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.		
Learning outcomes	Most learners	More able learners	
	will be able to name some reasons why these birds are threatened will be able to name the different ways of feeding and name at least one species that dives will be able to describe at least one adaptation for living in a wetland will be explain why the mating display is important	will be able describe the threats a specific species faces in the wild will be able to name one species for each feeding technique will be able describe several ways in which these birds have adapted to living in a wetland 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 Survive Healthy Behaviour	Pecking Filter-feeding Preening Webbed feet Waterproof 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: Top Pond	10 mins
Learners feed the birds on the top pond, observing the different feeding techniques. Learners discover the threats that some of these birds face in the wild and the connection between one species and some items they might find in their home.	
Activity 2: Smew pen	15 mins
Learners are introduced to different species that call the smew pen their home. Learners find out about the migration of the Bewick's swan and how they and the ducks have adapted to living in a wetland habitat.	
Activity 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?	
Activity 4: Cranes and flamingos	15 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' (Hawaiian Geese) and learn why they are such an important species to WWT. Learners will review what they have learnt and ask any further questions.	