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|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--|
| Session title         | Birds, beaks and feeding techniques                                                                                                                                                                                           |  |  |
| Key Q                 | How do birds find and eat different foods?                                                                                                                                                                                    |                                                                                     |  |
| Session description   | Describe and compare 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? How can we tell? |                                                                                     |  |
| Key Stage suitability | EYFS                                                                                                                                                                                                                          |                                                                                     |  |
| Duration              | 30 minutes                                                                                                                                                                                                                    |                                                                                     |  |

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| Curriculum links  | <p>EYFS: Understanding the world</p> <p>3- and 4-year-olds will be learning to...</p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> <p>Children in reception will be learning to...</p> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different from the one in which they live.</li> </ul> <p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> </ul> <p>ELG: The natural world</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |                                                                              |      |          |           |           |          |            |           |        |  |
| Learning outcomes | Most learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | More able learners                                                           |      |          |           |           |          |            |           |        |  |
|                   | <p>Will be able to identify dabbling and diving behaviour</p> <p>Will be able to feed wetland birds safely and respectfully</p> <p>Will understand why ducks should not be fed bread</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Will be able to choose the correct food for a dabbling or diving duck</p> |      |          |           |           |          |            |           |        |  |
| Key vocabulary    | <table border="0"> <tr> <td>Diet</td><td>Omnivore</td><td>Behaviour</td></tr> <tr> <td>Carnivore</td><td>Dabbling</td><td>Adaptation</td></tr> <tr> <td>Herbivore</td><td>Diving</td><td></td></tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                              | Diet | Omnivore | Behaviour | Carnivore | Dabbling | Adaptation | Herbivore | Diving |  |
| Diet              | Omnivore                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Behaviour                                                                    |      |          |           |           |          |            |           |        |  |
| Carnivore         | Dabbling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Adaptation                                                                   |      |          |           |           |          |            |           |        |  |
| Herbivore         | Diving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                              |      |          |           |           |          |            |           |        |  |

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| Session Outline                                                                       | Time   |
| Introduction                                                                          | 3 mins |
| Learners are introduced to the session and the key question.                          |        |
| Activity 1: Introduction to different types of duck                                   | 5 mins |
| Learners explore the differences between dabbling and diving ducks and what they eat. |        |

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| Activity 2: Matching food to animals                                                                                                                           | 7 mins  |
| Learners play a game, matching different foods to the animal that eats them.                                                                                   |         |
| Activity 3: Observing and feeding birds                                                                                                                        | 15 mins |
| Learners observe birds (diving and dabbling ducks) in the collection to decide what they should be fed. They will have a chance to feed them the correct food. |         |