

Session title	Brilliant bird adaptations	
Key question	What are the differences between birds and me?	
Session description	Get nose to beak with birds, to spot the differences between birds and us. How does their structure and behaviour compare and what do we all need to survive?	
Key Stage	EYFS & KS1	
Duration	30 mins	

Curriculum links	EYFS Understanding the world 3- and 4-year-olds will be learning to... - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to understand the need to respect and care for the natural environment and all living things. Children in reception will be learning to... - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. Key Stage 1 Science. Children will be learning to... - Identify a range of common animals... that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals. - Find out about and describe the basic needs of animals for survival.		
Learning outcomes	Most learners...	More able learners...	
	Will be able to describe wetland birds behaving in different ways Will be able to describe and compare three key structures of wetland birds, e.g. wings, webbed feet, waterproof feathers.	Will be able to describe what the birds' structures are used for. Y2 – Will be able to describe how birds live in habitats to which they are suited & how the habitats provide for their basic needs.	
Key vocabulary	Structure Webbed feet Bill / beak Up-ending	Soaring Preening Behaviour Habitat	Flamingo Waterproof

Session Outline	Time
Introduction	5 mins
Learners are given a brief intro to WWT Martin Mere and are introduced to the key question: What are the differences between birds and me?	
Activity 1: Observation of some water birds outdoors	5 mins
Learners view the birds on swan lake. 'What are the birds doing?' (children are encouraged to carefully describe what they are observing)	
Activity 2: Class participation in bird actions from hatching to flamingo dance.	10 mins

Learners are introduced to the life story of a bird from hatching to flying. They make the movements, in sequence, 'acting out' the life story.	
Activity 3: Flamingo dance (to music if indoors).	5 mins
Children learn the flamingo dance, which the birds use to attract a mate.	
Activity 4: Plenary.	5 mins
Learners discover the flamingos and other birds outside. They discuss their structures and behaviours. On mini whiteboards, they draw three key features found on flamingos that are not found on people.	