KEY STAGE 1 - INTRODUCTION

The following activities have been designed to help children to learn about owls and other raptors as part of the KS1 Science Curriculum.

Guidance for the QCA Objectives and Outcomes, for these and other activities, has been given further on in this pack.

TEACHER NOTES

Raptor Pictures
Photocopy the outline pictures of the five different types of raptor and ask the children to colour them in. Children can copy the names of the raptors underneath the printed names. As an extension, children could be asked to look at some pictures of different types of raptor and then add some extra information about each bird, for example: ‘I have black eyes…’.

Wolter’s Quiz
Based upon the information gleaned from ‘Wolter’s Adventure’ story, this could be used as a whole class activity, or the children could be split into teams. The extra questions could be used to extend the more able children in the class, or as a ‘tie-breaker’ in a team game.

Wolter’s Fact Finder
Children could work as individuals, or in pairs to find out information about a different type of owl to Wolter. (See list of websites/publications for possible sources of reference).

To extend their investigation, children could find out more facts about their chosen owl or explore other types of raptor.

Matching Game
Using their raptor pictures and other pictures of different types of raptor, ask the children to look at the ‘matching game’ sheet. Explore differences between the birds of prey, such as wing shape, size, head shape etc and then ask the children to see if they can match each label to its correct silhouette. Then ask the children to write a piece of information about each bird in the box provided. To make this more challenging, the name of each raptor could be written in the boxes before hand, out of order, so that the children have to write a piece of information in the correct box and then match the silhouette to it.

Wordsearch Answers

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To enhance the skills used, children could try making up their own owl wordsearch

www.suffolk-owl-sanctuary.org.uk
KEY STAGE 1 - ACTIVITIES & QCA OBJECTIVES & OUTCOMES

The Objectives and Outcomes for these KS1 activities are taken from those given by the QCA (Qualifications and Curriculum Authority) Standards Site for Science and are only intended as a guide.

See the section on cross curricula links for further ideas on non-science based activities.

ACTIVITIES

Split Pin Owls
Science:
1a, sec 8  
2c sec 1

Objectives
Y1 To make observations and comparisons of the way animals move
Y2 To observe and recognise some simple characteristics of animals and plants

Outcomes
Y1 Identify how an unfamiliar animal will move
Y2 Decide whether a familiar living thing is an animal or plant and give a simple reason for the decision

Matching Game
Science:
1a, sec 9  
2c, sec 2

Objectives
Y1 To make observations of animals and use these to group them explaining criteria chosen
Y2 To make careful observations to identify similarities

Outcomes
Y1 Explain reasons for groupings
Y2 Identify ways in which the animals are like each other

Owl Class Book/Display
Science:
1a, sec 4  
2b, sec 2

Objectives
Y1 That all animals, including humans, grow and change as they become older
Y2 To treat animals and the environment with care and sensitivity

Outcomes
Y1 Describe changes since birth and suggest ways in which they might change as they grow older
Y2 Produce a record showing clearly the living things they saw and where they were found

Raptor Pictures
Science:
1a, sec 9  
2b sec 2

Objectives
Y1 To make observations of animals and use these to group them explaining criteria chosen.
Y2 There are different kinds of plants and animals in the immediate environment

Outcomes
Y1 Explain reasons for groupings
Y2 Identify a number of plants and animals

Walter’s Quiz
Science:
1a, sec 8  
2c, sec 1

Objectives
Y1 That animals, including humans, move
Y2 To treat animals with care

Outcomes
Y1 Identify, how an unfamiliar animal will move
Y2 Recognise that animals need to be handled with care

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continued...
### ACTIVITIES

#### Wolter's Wordsearch
**Science:**
2c, sec 1  
2c, sec 6

<table>
<thead>
<tr>
<th>Objective</th>
<th>Y2</th>
<th>That living things in the locality can be grouped according to observable similarities and differences</th>
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<tbody>
<tr>
<td>Outcome</td>
<td>Y2</td>
<td>To observe and recognise some simple characteristics of animals and plants</td>
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<tr>
<td>Outcome</td>
<td>Y2</td>
<td>Decide whether a familiar living thing is an animal or plant and give a simple reason for the decision</td>
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#### Wolter's Fact Finder
**Science:**
1a, sec 9  
2b, sec 3

<table>
<thead>
<tr>
<th>Objective</th>
<th>Y1</th>
<th>That animals, including humans, are living</th>
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<tr>
<td>Objective</td>
<td>Y2</td>
<td>That there are differences between local habitats</td>
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<tr>
<td>Outcome</td>
<td>Y1</td>
<td>Identify the living things as those which feed, move and use their senses</td>
</tr>
<tr>
<td>Outcome</td>
<td>Y2</td>
<td>Identify differences between two habitats and living things found there</td>
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KEY STAGE 1 - CROSS CURRICULA ACTIVITIES

The following activities are designed to help children to learn about owls and other raptors, as part of the KS1 Curriculum. Guidance on the National Curriculum Links for each subject has been provided.

LITERACY
• Read an owl story or poem to peers or younger children (this could be one they have written themselves) or listen to an owl story or poem
  En1: 1a, 1f, 2a, 8a, 8b

• Enact owl stories through drama and mime, in groups or as a class for an assembly
  En1: 3a, 4a, 4b, En 2: 3d

• Discuss the importance of bird sanctuaries and other institutions which are involved in animal welfare and conservation
  En1: 3a, 3b, 3c, 3d, 3e, 8d, 9a

• Compose fictional owl stories or poems, either about Wolter (what might happen to Wolter after he is released; does he have any other adventures?) or about a made up character
  En3: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b

• Compose poems about owls, in a particular style or focussing on rhyming, metaphors or similes etc
  En3: 1d, 1e, 2a, 2b, 2c

• Look at pictures of owls and use words, phrases or sentences to describe them. Think about including adjectives and adverbs in longer descriptions
  En3: 1a, 1c, 2a, 3c, 4e, 9d

NUMERACY
• Make up maths stories about owls, eg if six owls sit on a branch and two fly away, how many owls are left?
  Ma2: 2b, 3a

• Set up a role-play area for an ‘owl’ gift shop. Decide what kind of owl gifts you might sell and what they would cost. Activities might include: adding up the values of several items; calculating change; recording numbers of items in stock in a chart/ pictogram etc
  Ma2: 1a, 1g, 4a, 5a,

• Devise an owl made out of mathematical shapes Ma3: 1d, 2c

• Use a square grid to symmetrically reflect a simple owl shape Ma3; 1a, 2d

ART, DESIGN & MUSIC
• Make owl masks
  2a, 2b, 2c

• Make a whole class, group or individual owl collage
  5b, 5c

• Draw, paint or make model owls in a particular design or the style of a specific artist
  4a, 4b, 4c

• Listen to owl sounds (see info on websites) and compose ‘owl’ music in groups or as a whole class
  1b, 1c, 2a, 2b

• Compose music for an an owl poem, using untuned musical instruments
  1a, 1b, 1c, 4d, 5a, 5b, 5c

HISTORY
• Owls and birds of prey have had a significant role to play throughout history. There are a number of topics to research for example: owl mythology; owls in tudor times; birds of prey and the ancient Egyptians; how raptors relate to dinosaurs and much more
  1a, 1b, 3, 4a, 4b, 5

GEOGRAPHY
• Owls and birds of prey can be found in a whole host of different environments, both in the UK and across the globe. There is vast scope for researching habitats either as a local topic or part of a wider one
  1a, 1d, 2a, 2d, 2e, 6a, 6b

ICT
• There are many opportunities for children to use ICT, from researching about owls, to beginning to word process information and learning how to present their findings effectively
  1a, 1c, 3a, 3b

PE
• Play owl tag (see foundation stage for rules)
  1a, 2c

• Make up an ‘owl dance’ (perhaps to compliment the ‘owl music’ the children composed for a poem)
  6a, 6b, 6c, 6d

• Explore owl movements
  1a, 1b, 2c, 2d

PSHE
• Discuss owl conservation issues (eg how they are affected by cars, rubbish, pollution etc: the importance of rehabilitation)
  2a, 2b, 2e, 2g

• Talk about the needs of owls and how they can be met in a local context (eg nest boxes, preserving environments)
  2a, 2b, 2e, 2g.

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