**KEY STAGE 1 - INTRODUCTION**

The following activities have been designed to help children to learn about owls and other birds of prey 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**

**Wolter’s Story & 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 bird of prey.

**Wordsearch Answers**

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

**Split-Pin Owl Cut-Out**

Each child can cut out the shape of the Barn Owl and by linking the pieces together with brass split pins, create a working model to illustrate its wing movements.

**Bird of Prey Colouring 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…’.

**Bird of Prey Matching Game**

There are five different types of bird of prey (raptor). Ask the children to work in pairs and give them one sheet between two. Discuss the names, pictures and information on the sheet. Then ask the children to carefully cut out all the boxes and muddle them about, face up on the table. Read out one of the pieces of information without saying the bird’s name. The children have to try to match the name, picture and information of each bird. As an extension project, the children could find out about different types of owl and make up their own matching game.

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

Wolter's Story & Quiz
Science:
1a, sec 8
2c, sec 1

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

Wolter's Fact Finder
Science:
1a, sec 9
2b, sec 3

Y1 That animals, including humans, are living
Y2 That there are differences between local habitats

Outcomes
Y1 Identify the living things as those which feed, move and use their senses
Y2 Identify differences between two habitats and living things found there

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

Y2 That living things in the locality can be grouped according to observable similarities and differences
Y2 To observe and recognise some simple characteristics of animals and plants

Outcomes
Y2 Decide whether a familiar living thing is an animal or plant and give a simple reason for the decision

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

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
### ACTIVITIES

**Bird of Prey Colouring Colouring Picture 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.

**Matching Game 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 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.
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 focusing 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 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 complement 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

www.suffolk-owl-sanctuary.org.uk
Wolter's Adventure

Once upon a time there was a little Barn Owl called Wolter, who lived in a big old farm building near a place called Bury St Edmunds. Wolter’s barn was cozy and he was very lucky, because the farmer who owned the barn liked Wolter being there. The little barn owl was very good at catching mice and voles and shrews with his sharp talons, which helped to keep them away from the farmer’s crops.

One day, Wolter was sitting in his barn watching the world go by. Although he was only just a few months old, he could look after himself and it would soon be time for him to go out hunting.

Suddenly, the sky began to darken and a wild wind started to whip the autumnal leaves from the trees. In no more than the blink of a barn owl’s dark eye, rain was lashing down. Wolter looked on interested. He’d never seen weather like this before!

At last he decided he could wait no longer. He stretched his wings to their full one metre span and swooped off into the dusk.

DISASTER! Poor Wolter had no idea that he would be blown and buffeted from side to side and from here to there by the cold, cruel wind. He was so confused, he had no idea at all where he was. And then it happened… BAM! An extra hard gust of wind snatched Wolter from the air and tossed him carelessly against the side of a house!

Poor Wolter slid to the ground and lay there stunned! But luck was on his side. Hearing a strange thud, the lady who lived in the house went to investigate. And there in her garden, she found the unfortunate Wolter. His gorgeous, golden brown feathers were ruffled and bedraggled and his beautiful, white heart-shaped face was turning black and blue - and red and yellow and purple and green.

Tenderly, the kind lady picked Wolter up and put him in a box, where she kept him safe, warm and quiet in her boiler room.

The next day, Wolter was feeling very poorly and his head was very sore, so the lady put him in her car and took him to a special place called an Owl Sanctuary, where they look after all sorts of owls and raptors (birds of prey). The people there were very worried about Wolter. Could they make him better? He looked as though he’d been in a boxing match, which as we all know is not something owls are supposed to do!

What do you think happened to Wolter?

Well, for a few days, he did feel very sorry for himself. But Wolter is a tough little chap and with lots of help and care from the vet and the people at the sanctuary, Wolter soon began to feel much better.

Then one day, Wolter was well enough to fly free and went back to live happily in his barn, where the farmer was very glad to see him indeed!
WOLTERS QUIZ
Part 2 ~ the quiz

Note for teachers: The following questions are based on the information gleaned from 'Wolter's Adventure' story and are designed to help children to learn about owls and other raptors, as part of the KS1 Science Curriculum.

1) What kind of owl is Wolter?

2) Where does Wolter live?

3) Why do farmers like owls?

4) Name one kind of prey Wolter is good at catching.

5) What does Wolter use to catch his prey?

6) Even though he was only a few months old, did Wolter need his mum to look after him?

7) How long are Wolter’s wings?

8) What colour are Wolter’s feathers?

9) What shape is Wolter’s face?

10) Name one of the things the lady did to keep Wolter safe.

Extension questions:

A) What kind of place could you take an injured owl to?

B) What is the special name we give to birds of prey?

ANSWERS:
1. A Barn Owl
2. In a barn
3. Because owls help to keep mice etc away from the crops
4. Mice/voles/shrews
5. His sharp talons
6. No – he could take care of himself
7. 1 metre
8. Golden brown
9. Heart shaped
10. Put him in a box/kept him quiet/kept him warm

A) Bird Sanctuary/Vet
B) Raptor

www.suffolk-owl-sanctuary.org.uk
Note for teachers: The following activity is designed to help children to learn about owls and other raptors, as part of the KS1 Science Curriculum; using and further developing their investigative skills.

Name:                                     Date:

I am going to investigate:

What does this type of owl look like?

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<tr>
<th>Pictures</th>
<th>Words</th>
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Where does this owl live?

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<th>Pictures</th>
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What else do I know about this owl?

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<th>Pictures</th>
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WOLTER’S WORDSEARCH

How many of these words can you find in Walter’s Wordsearch Puzzle?

- barn owl
- hoot
- prey
- beak
- wings
- talons
- egg
- hunting
- feathers
- nocturnal

© WOLTER'S WORDSEARCH

www.suffolk-owl-sanctuary.org.uk
Cut out each of the shapes on these pages, which represent the head, body, wings & feet of the Barn Owl. Then attach them together by piercing the matching holes (A to A, B to B etc.) as indicated with a brass split pin and flattening it to produce a model which will show the movement of a Barn Owl's wings.
Cut out each of the shapes on these pages, which represent the head, body, wings & feet of the Barn Owl. Then attach them together by piercing the matching holes (A to A, B to B etc.) as indicated with a brass split pin and flattening it to produce a model which will show the movement of a Barn Owl's wings.
Falcon

www.suffolk-owl-sanctuary.org.uk
Bird of Prey PICTURES (5)

Buzzard
THE MATCHING GAME

Talk about the different birds of prey below and then work in pairs to play the matching game!

Owls have large, round faces to help their ears pick up tiny sounds. They can even hear their prey in the dark.

Eagles have hooked beaks like all birds of prey, but their beaks are bigger and more powerful.

Buzzards have wide, rounded wings and a short tail for soaring about on warm pockets of air, called thermals.

Hawks have shorter wings and longer tails than other birds of prey. They can make quick, tight turns among the trees.

Falcons have narrow pointed wings. They can dive at speeds of over 100 miles per hour.
Use the table below to conduct some personal research into how different types of birds of prey have adapted to their habitat. Think about - where are they found; what do they eat; their physical characteristics and any other information that may be relevant.

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<th>Tawny Owl</th>
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<td>Sparrowhawk</td>
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<td>Peregrine Falcon</td>
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<td>Common Buzzard</td>
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<td>Golden Eagle</td>
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