

Introduction

This lesson encourages children to observe the flying insects and birds which live in, on and by waterways. Instructions are also included for kite making.

QCA Scheme of Work KS2 Science Unit 4B Habitats

Learning Objectives

To recognise and observe flight as a form of adaptation for feeding and survival.

The Curriculum

England – KS2 Sc2 5b, 5c

Scotland – Science: Interaction of living things with their environment, level D

Wales – KS2 Science: Life Processes & Living Things 4.1, 4.2

Resources

High Flier worksheet, pencil, clipboard.

Optional: binoculars, reference books, identification keys, High Flier source sheets A, B and C.

Key Vocabulary

Flight, hover, glide, soar, aerodynamics, wing, feather, observation.

Teaching Activities

Health and Safety Prior to visiting a waterway, we recommend that you undertake an activity from the [Waterside Safety](#) resource.

Introduction Explain to the children that an important adaptation for many animals is the ability to fly. Flight can keep animals safe from predators and help them to feed. The waterside is a good place to observe flight as it is home to many birds including coots, moorhens and ducks who live on or near water, and birds like herons and kingfishers who rely on fish and amphibians for their food or the flying insects that live in the waterways. At night, bats can also be seen on the waterways.

Activities Explain that the children are going to observe flying creatures. Distribute the worksheet. Point out that it may be difficult for the children to identify the animal so they should try to describe it. Remind children that they will need to be quiet and still while they make their observations. They should not walk and write at the same time. Remind them of the importance of **SAFE - Stay Away From the Edge**. Take the children for a walk along a waterway, stopping every 5 minutes for the children to record the flying creatures they have observed.

Plenary When the observation is over collect the group together and discuss what has been seen. Use identification keys or reference books to identify the birds and insects.

Differentiation

Older or more able children might be asked to name a predator and prey for each flying creature observed.

Cross-curricular

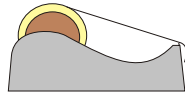
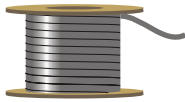
This lesson could be linked with work in Design and Technology.

Follow-up

Children could make a kite using the instructions on Source sheet A. They could then experiment with it and consider ways to improve the kite's performance. Care should be taken when flying kites to ensure that you are safe e.g. stay away from the edge of water, stay away from overhead power cables.

You will need

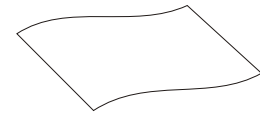
Strong string



sticky tape

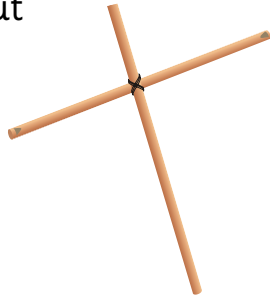


2 pieces of thin dowel
one 40 cm, one 60 cm

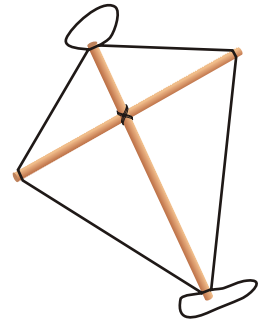


1x A3 sheet of brown paper
or plastic

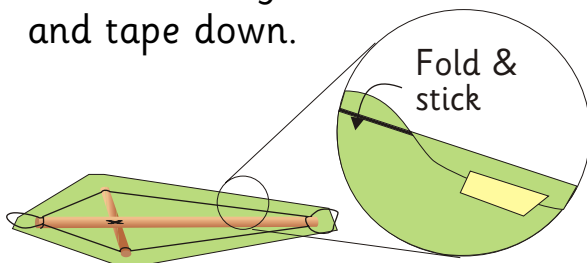
- 1 Make a cross with the two sticks and tie them together. Cut notches out of each end of the dowel.



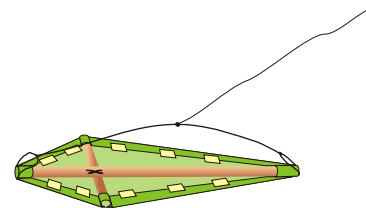
- 2 Stretch the string from notch to notch – must be taut. Make a loop at the top and bottom.



- 3 Cut the covering round the frame, leaving 3cm all the way round. Fold this margin over the string and tape down.



- 4 Cut a piece of string 122cm long and attach to the two loops. Attach your line to this and happy flying!

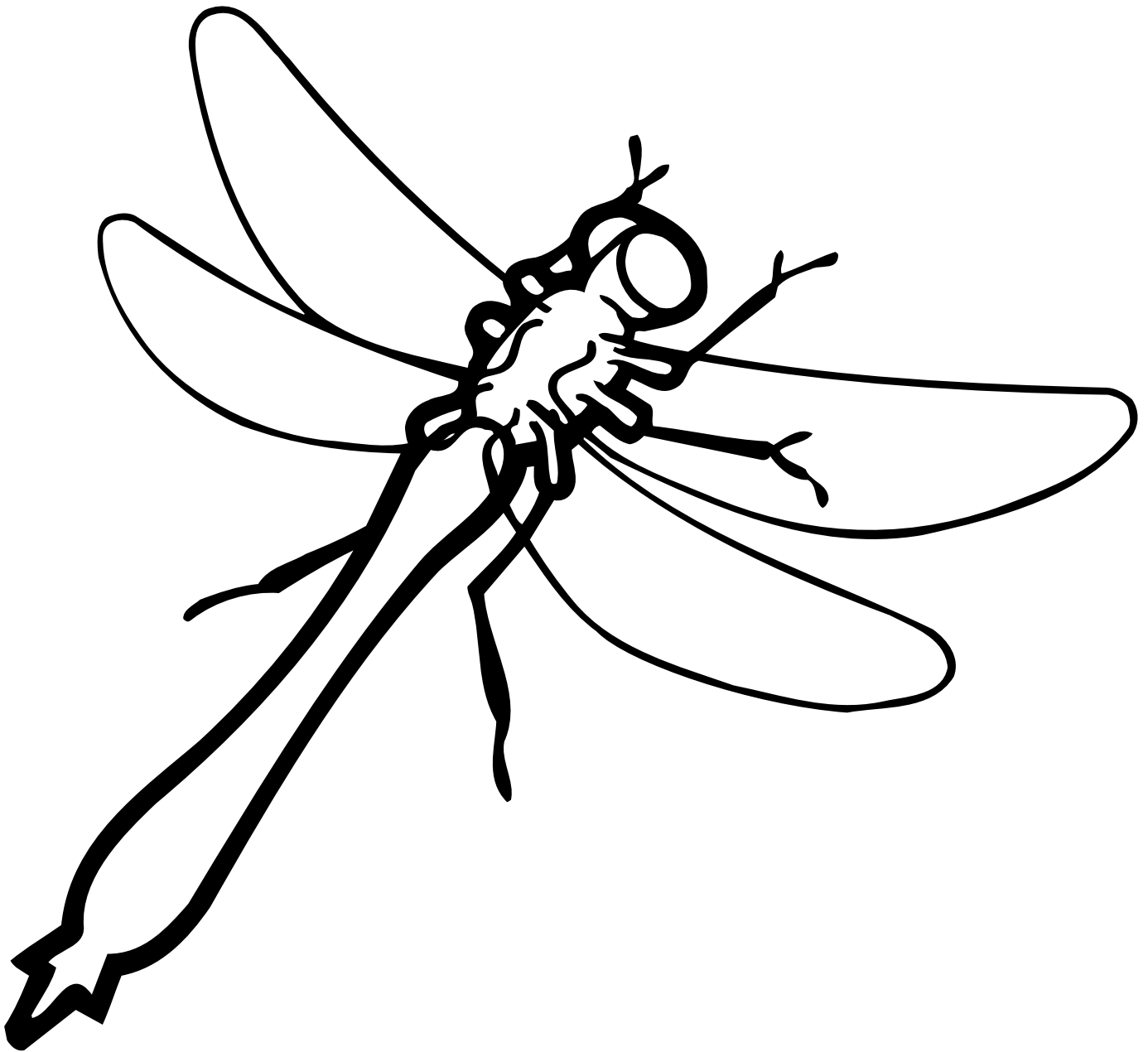


You can also add a tail to your kite, using about 2-3m of string, tying a ribbon in every 10 cm along its length.

Perhaps you could decorate your kite with a dragonfly or butterfly motif.

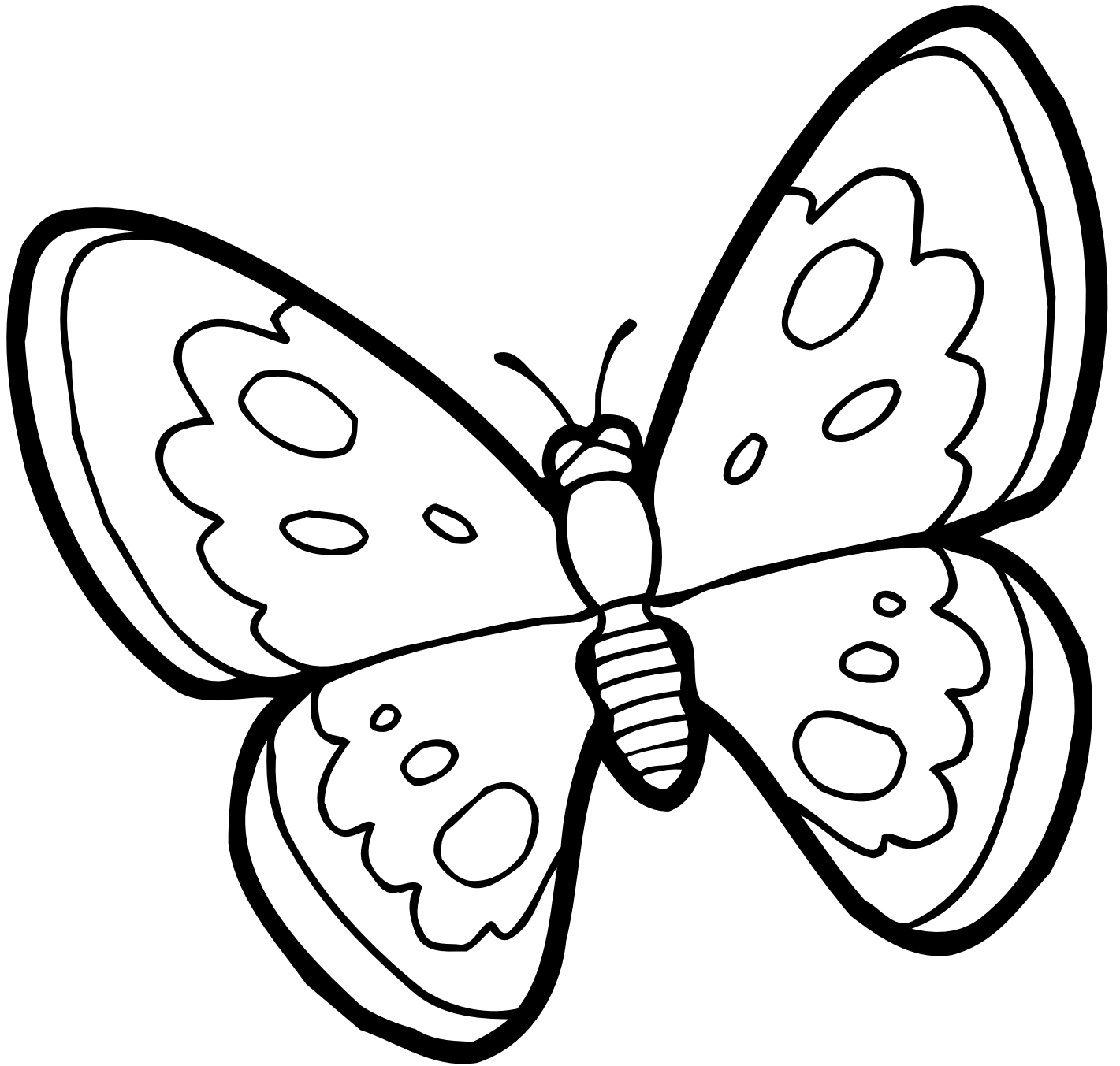
Source sheet B

High Flier – Dragonfly Motif



Source sheet C

High Flier – Butterfly Motif



Worksheet

High Flier

Name

Date

Use the table below to make notes on the flying creatures.

Type of creature	Name/description of creature	What the creature is doing
Insect	Bee	Flying all over and visiting different flowers. Buzzing.

Remember to
Stay Away
From the Edge

