

The River of Life

Key Stage 1

Summary

Using the environment of the River Thames pupils will develop their scientific skills of observation and identification to name and group living things in different ways, and identify their suitability to their environment (adaptation).

Pupils will also investigate predator/ prey relationships, and the idea of simple food chains.

Workshop Contents

Education Centre

- The tutor will lead an introduction about the characteristics of living and non-living things and the difference between vertebrates and invertebrates.
- A carousel of activities where children group a range of living/non-living things (plants, vertebrates and invertebrates), identify the suitability (beaks and feet) of different birds to their habitat and how they feed, group living things (carnivores, herbivores and omnivores) and construct simple food chains.

Outdoor Activities (Museum Tutor led) *If you have previously booked a boat trip, it will replace this session*

- **Bird Bingo**
In adult supervised groups pupils will walk along the tow path and use simple Bingo style recording sheets to identify and record common river birds and some of their behaviours.
- **Food Chain Game**
The children will be given a card with the name and a picture of a living thing which is part of a food chain. They then have to search and join up with the other members of their simple food chain.
- **Bird Beak Game**
(Please note pumpkin seeds are used in this activity.)

Galleries

- Challenge Cards are provided which focus on the characteristics and grouping of living things, their suitability to their environment and the seasonal variation of living things on, in or near, the River Thames.

Learning Outcomes

- Pupils will work scientifically by using their observation skills to compare and contrast a range of living things which live in, on or near, the River Thames

- To explore and compare the differences between things that are living, dead and have never been alive
- To identify, group and name a variety of common living things (plants, vertebrates, invertebrates)
- To group and link a variety of living things according to their feeding habits
- To identify the different way some living things are suited to their environment
- To observe the effect of seasonal variation on a river environment

Equipment

Equipment provided by the Museum

- Clipboards

Equipment to be brought by the school

- Paper and pencils
- Waterproof clothing and shoes for the outdoor activity
- Photocopied Bird Bingo sheets (1 per student)
- Photocopied Ducking and Diving sheets (10 copies)

Follow-Up Ideas

- Carry out a mini beast hunt of an area in the school grounds and identify the mini beasts caught
- Identify the key parts of an insect including 6 legs and 3 parts to the body (head, thorax, abdomen)
- Find out how insects breath, feed and move
- Make mini beasts from clay, pipe cleaners, egg boxes, etc.
- Choose an animal and ask the children what is special about it? How does it catch its prey? How is it suited to where it lives?

Large print versions of this and all teachers' and pupils' materials are available. Please ask when booking.

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Bird Bingo (Score more than 20 points or get 2 Bingo Lines)



Daddy Mallard Duck 1 Point



Canadian Goose 1 Point



Tufted Duck 4 Points



Cormorant 5 Points



Greylag Goose 3 Points



1 Coot 2 Points



Crested Grebe 5 Points



Gull 1 Point



Swan 5 Points



Egyptian Goose 4 Points



Hybrid Duck 1 Point



Photo: Mallard and young by Stuart Hill www.uksafari.com
Mummy Mallard Duck 1 Point

Swimming (1 Point)

Diving (1 Point)

Feeding (1 Point)

Flying (1 Point)

Ducking and Diving!!



Choose a common water bird, watch it carefully for a while and then record some information about it.

What colours are the feathers?

Write down three things the bird is doing.

1) _____

2) _____

3) _____

How big is your bird compared to a loaf of bread?

- 1) Smaller
- 2) Same size
- 3) Larger
- 4) Much larger

Is the bird alone, in pairs or with a group of birds?

Where is the bird?
