Year 4 Curriculum Term 4

Topic Title: Predator!	
English	**Maths**
Talk for Writing – Fiction (focus on action) **Learning Toolkit for Action** • 'Show' not 'tell' – reveal or hint at a character's feelings through their actions • Use personification to set the mood. • Use a variety of progressive '-ing' openers to drop the reader straight into the action • Extend the action using an '-ing' clause • Vary sentence length to affect the reader, e.g. short punchy sentences to build tension and pace • Use summary sentences to advance the action • Use a wider range of dramatic fronted adverbials to advance the action • Show action by describing what happens • Reveal a character's thoughts • Explore past tense verb forms **Non Fiction- Non Chronological reports taught through talk for writing approach on 'Tree Giants'** -Collect and organise ideas developing the 'boxing-up' information to plan the writing sequence with: – a topic sentence to capture interest and define subject. – A reason and/or invitation to read on; – more detailed definitions e.g. of type, appearance, where found, habitat and diet for giants, a range of interesting facts and ideas about the topic in a sequence which builds up information logically; – a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking. Sections may have one or more paragraphs, to mark new information, subsections etc. -Use a more sophisticated range of generalisers and connectives: – generalisers e.g. all…, many…, the majority…, typically…, Like most…, always…, often…, sometimes.., usually… –	**Fractions** **Compare and Order Mixed Numbers** • Identify and compare mixed numbers with the same denominator. • Order a set of mixed numbers from smallest to largest (and vice versa). • Use number lines to help visualise the relative sizes of mixed numbers. **Understand Improper Fractions** • Recognise improper fractions as fractions where the numerator is greater than or equal to the denominator. • Represent improper fractions using visual models such as bar models or number lines. • Explain how improper fractions relate to whole numbers and mixed numbers. **Convert Mixed Numbers to Improper Fractions** • Understand that a mixed number consists of a whole number and a fraction. • Convert a mixed number to an improper fraction by multiplying the whole number by the denominator and adding the numerator. • Represent the conversion process using visual models. **Convert Improper Fractions to Mixed Numbers** • Understand that an improper fraction can be rewritten as a mixed number. • Use division to convert an improper fraction to a mixed number (e.g., 7/3 = 2 1/3). • Check conversions using visual representations and number lines. **Recognise Equivalent Fractions on a Number Line**

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Year 4 Curriculum Term 4

to add information: as well as…, furthermore…, additionally…, moreover…, Not only…, – showing cause and effect: because.., so…, as a result…, due to…, this means that…, – to compare: like the…, similarly.., as with…, equally…, in contrast to.., etc. – for emphasis: most of all…, most importantly…, In fact…, without doubt.., etc. - Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate. Use mostly present tense, 3rd person in formal style for an unknown audience. Collect and use specialised and technical vocabulary linked to the topic. -Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested	• Identify fractions that are equivalent by marking them on number lines. • Understand that equivalent fractions represent the same value but may have different numerators and denominators. • Use multiplication and division to generate equivalent fractions. **Understand Equivalent Fraction Families** • Group equivalent fractions together and explain the patterns. • Use multiplication and division to find equivalent fractions for a given fraction. • Apply knowledge of equivalent fractions to simplify fractions where appropriate. **Add Two or More Fractions** • Add fractions with the same denominator confidently. • Use manipulatives or drawings (e.g., fraction bars) to model fraction addition. • Solve contextual problems involving the addition of fractions. **Add Fractions and Mixed Numbers** • Add proper fractions to mixed numbers by converting mixed numbers into improper fractions when necessary. • Apply understanding of improper fractions and mixed numbers to solve addition problems. • Use number lines and practical resources to develop fluency. **Subtract Two Fractions** • Subtract fractions with the same denominator. • Use visual representations to explain subtraction calculations. • Solve subtraction word problems involving fractions. **Subtract Fractions from Whole Numbers and Mixed Numbers** • Subtract a fraction from a whole number by converting the whole number into a fraction if needed.

Year 4 Curriculum Term 4

- Subtract fractions from mixed numbers, ensuring correct use of improper fractions where necessary.
- Solve real-world problems requiring subtraction of fractions from whole and mixed numbers.

Decimals

Tenths as Fractions

- Understand that tenths arise from dividing one whole into ten equal parts.
- Recognise and write tenths as fractions (e.g., (1/10, 2/10, 3/10)
- Express equivalent fractions (e.g., (2/10 = 1/5)
- Compare and order tenths using fraction notation.

Tenths as Decimals

- Recognise that tenths can be written in decimal notation (e.g., 0.1, 0.2, 0.3).
- Convert between tenths in fraction and decimal form fluently.
- Understand the value of decimal tenths in different contexts (e.g., money, measures).

Tenths on a Place Value Chart

- Position tenths correctly within a place value chart.
- Recognise that the tenths column is one place to the right of the ones column.
- Partition numbers to show the relationship between ones and tenths (e.g., 3.4 = 3 ones and 4 tenths).

Tenths on a Number Line

- Identify and mark tenths on a number line between whole numbers.
- Interpret missing values on a number line marked with tenths.
- Use number lines to compare and order decimal tenths.

Divide a 1-Digit Number by 10

Year 4 Curriculum Term 4

	• Understand that dividing by 10 moves digits one place to the right on a place value chart. • Recognise the pattern when dividing single-digit numbers by 10 (e.g., (5 \div 10 = 0.5)). • Apply knowledge of division by 10 to real-life contexts (e.g., money, measurements). **Divide a 2-Digit Number by 10** • Use place value understanding to divide two-digit numbers by 10. • Recognise that division by 10 changes the value of each digit, shifting them one place to the right. • Correctly represent the result using decimal notation (e.g., (35 \div 10 = 3.5)). **Hundredths as Fractions** • Understand that hundredths arise from dividing one whole into 100 equal parts. • Read, write, and represent hundredths as fractions (e.g., (7/100, \23/100) • Recognise equivalences between tenths and hundredths (e.g., (3/10 = 30/100) **Hundredths as Decimals** • Understand that hundredths can be written as decimals (e.g., 0.07, 0.23). • Convert between hundredths in fraction and decimal form confidently. • Recognise the use of hundredths in real-life contexts (e.g., money, measurements). **Hundredths on a Place Value Grid** • Correctly position hundredths within a place value grid. • Recognise that the hundredths column is one place to the right of the tenths column.

Year 4 Curriculum Term 4

	• Partition numbers to show the relationship between tenths and hundredths (e.g., 0.37 = 3 tenths and 7 hundredths). **Divide a 1- or 2-Digit Number by 100** • Understand that dividing by 100 moves digits two places to the right on a place value chart. • Recognise the pattern when dividing by 100 (e.g., (8 \div 100 = 0.08), (46 \div 100 = 0.46)). • Apply division by 100 in real-world contexts, such as converting centimetres to metres.
RE	**PSHE**
DIGGING DEEPER: •Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. •Give examples of what the texts studied mean to some Christians. •Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. •Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. •Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. **KNOWLEDGE BUILDING BLOCKS** **PUPILS WILL KNOW THAT:** • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the	**Don't Hold On To What's Wrong** • **Be the best you can be**: The importance of forgiveness • Saying sorry: Discussing ways to fix broken friendships • Pass through the pain barrier: Discussing what forgiveness is and the value of forgiving others • Good stress, bad stress: Talking about different types of stress and ways to manage negative stress • Boundaries: Learning about personal boundaries • Be Kind Online Recognising and dealing with online abuse (Reflection and self-evaluation)

Year 4 Curriculum Term 4

disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	
Music	**PE**
Musicianship: -Tempo: 97 bpm (Andante, a walking pace) -Time Signature: 2/4 (2 crotchets in every bar) -Simple rhythmic patterns using minims, dotted crotchets, crotchets, quavers, semiquavers and their rests -Key Signature: G major (1 sharp) -Simple melodic patterns using G A B D E -Improvising – C D E G A **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) **Playing**: Glockenspiel /Recorder – A C D E F G / G C D E F G A **Improvising and composition:** 1,2,3 or 5 notes – C D E F G / 3 notes – F G A **Performing**: Perform and share what has taken place in the lesson	**Teacher Led PE: Basketball** -Work towards precision of movement, balance, and coordination with the ball and demonstrate improvements in control, power, and speed. -Travel with the ball, using both hands effectively -Select the correct type of pass to use (chest or bounce) and shoot using correct technique with their stronger hand -Show and perform learned skills under pressure -Show good listening skills and good decision making and judgement skills -Show good communication skills and teamwork and the ability to work effectively with a range of different players **Total Sports Coaching:** **Outdoor Adventure** • Decision Making • Orienteering • Maps, Symbols and Strategies
French	**Computing**
Unit 12 - Quelle est la date de ton anniversaire? months of the year, saying and asking when your birthday is	<u>Data and Information – Data Logging</u> Spring Term 2 ▪ To explain that data gathered over time can be used to answer questions ▪ To use a digital device to collect data automatically ▪ To explain that a data logger collects 'data points' from sensors over time ▪ To use data collected over a long duration to find information ▪ To identify the data needed to answer questions

Year 4 Curriculum Term 4

	▪ To use collected data to answer questions
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
Scientific Terminology **Carnivore** Definition: Animals that primarily eat other animals. Examples: Lions, sharks, eagles. **Herbivore** Definition: Animals that primarily eat plants. Examples: Cows, rabbits, giraffes. **Omnivore** Definition: Animals that eat both plants and animals. Examples: Humans, bears, pigs. **Producer** Definition: Organisms that produce their own food, usually through photosynthesis. Examples: Plants, algae, some bacteria. **Consumer** Definition: Organisms that cannot produce their own food and must eat other organisms. Types: Primary Consumer: Herbivores that eat producers. Secondary Consumer: Carnivores that eat primary consumers. Tertiary Consumer: Carnivores that eat secondary consumers. **Apex Predator** Definition: The top predator in an ecosystem with no natural predators.	**Scientific Inquiry:** Observing and analysing organisms, making classification decisions based on characteristics. **Data Presentation:** Using charts, tables, or visual aids to present information effectively. **Critical Thinking:** Evaluating different organisms' roles and adapting classifications as new information is gained. **Scientific Diagrams** Use clear lines and labels to identify bones and joints. Understand how to represent the skeleton accurately. Use colours to differentiate between parts of the skeleton. **Observational Skills** Recognise the role of each bone in the body. Compare the skeletons of different animals and humans to understand adaptations. **Research Skills** Use books and trusted websites to gather information about different types of skeletons. Learn about how different animals adapt their skeletons for survival. **Scientific Concepts** Photosynthesis: Understanding the importance of light, water, and carbon dioxide in energy production. Transpiration: Recognising the process of water movement within the plant and its significance in nutrient transport. **Scientific Inquiry**

Year 4 Curriculum Term 4

Examples: Great white sharks, tigers, polar bears.

Decomposer

Definition: Organisms that break down dead materials and recycle nutrients back into the soil.

Examples: Fungi, bacteria, earthworms.

Endpoints

1. Define and explain the different categories of living organisms.
2. Sort various organisms into the correct categories.
3. Compare and contrast the physical features of different groups.
4. Understand the role of each group in the ecosystem and the interconnectedness of life.

Why do we have a skeleton?

Key Bones in the Skeleton

Skull: Protects the brain; structure of the face.

Ribs: Protect vital organs like the heart and lungs; allow for expansion during breathing.

Spine (Vertebrae): Supports the body; protects the spinal cord; allows for movement and flexibility.

Pelvis: Supports the weight of the upper body; protects reproductive organs and bladder.

Femur: The thigh bone; the longest bone in the body; supports walking and running.

Tibia: The shinbone; bears weight; supports mobility.

Humerus: The bone of the upper arm; important for lifting and reaching.

Ulna and Radius: The two bones in the forearm; allow for the rotation of the hand.

Joints

Observation: Students can observe different plants and identify their parts.
Experimentation: Conduct simple experiments to explore how plants respond to various amounts of light and water.

Scientific Processes

Observation: Use magnifying glasses to examine xylem structures in plant stems and leaves.
Experimentation: Conduct an experiment to observe water movement in plants using food colouring in water.

Skills Development

Inquiries: Ask questions about how plants adapt to their environments, particularly how parasitic plants survive.
Data Collection: Record observations and results in a journal during experiments.

Environmental Awareness

Impact of Parasitic Plants: Discuss how these plants can affect the health of their host plants and the overall ecosystem.

Research Skills: Learning how to gather information from documentaries and articles.
Analysis: Comparing the adaptations of carnivorous and non-predatory plants.
Creativity: Producing diagrams and presentations based on findings.

Observing Behaviour

Watch documentaries to see how these birds hunt, such as:
Tactics they use to catch prey (e.g. stealth, speed).
How they consume their prey (e.g. tearing flesh, swallowing whole).

Predicting Outcomes

Discuss what might happen to bird populations if environmental changes occur, such as deforestation or urbanisation.

Year 4 Curriculum Term 4

Ball-and-socket joints: Allow for a wide range of movement (e.g., shoulder and hip).

Hinge joints: Allow for movement in one direction (e.g., knee and elbow).

Pivot joints: Allow rotational movement (e.g., neck).

Importance of the Skeleton

Support: Provides a framework for the body.

Protection: Shields important organs from injury.

Movement: Enables movement by working with muscles.

Blood Production: Bone marrow produces red and white blood cells.

Endpoints

1. Identify and name the main bones in both human and animal skeletons.
2. Understand the purpose of the skeleton.
3. Draw and label a scientific diagram of a chosen terrestrial predator, identifying key adaptations.
4. Discuss how bones and joints work together to enable movement.

Parts and Functions

Roots

Definition: The roots are the underground parts of the plant.

Functions:

Anchorage: Roots secure the plant in the soil, preventing it from toppling over.

Absorption: They absorb water and minerals from the soil, essential for the plant's growth.

Storage: Some roots store nutrients and energy for the plant to use when needed.

Stem

Definition: The stem is the main support structure of the plant.

Functions:

Research Skills

Use books and online resources to gather information.

Take notes on key facts about your chosen predator.

Find out about their habitat, diet, and unique features.

Collaboration Skills

Work together as a group to combine information.

Use group discussions to formulate ideas about your predator.

Collaborate on creating a clear and exciting presentation.

- BBC Bitesize - Ecosystems
- National Geographic Kids - Food Chains
- Science Learning Hub - Food Webs
- National Geographic Kids
- BBC Bitesize - Science
- The British Geological Survey
- HowStuffWorks - Human Skeleton
- BBC Bitesize - Parts of a Plant
- National Geographic Kids - Flowers
- Science Kids - Plants
- BBC Bitesize - Plant Structures
- Science Museum - Plants
- National Geographic Kids - Plants
- Royal Horticultural Society - Plant Life
- Royal Horticultural Society - Carnivorous Plants
- BBC Nature - Carnivorous Plants
- National Geographic - Venus Flytrap
- Kew Gardens - Plants
- BBC Bitesize - Animals and Their Habitats
- National Geographic Kids - Birds of Prey
- RSPB - Birds of Prey
- Nature Detectives - Identify Different Birds

Year 4 Curriculum Term 4

Support: The stem holds up the leaves and flowers, enabling them to receive sunlight efficiently.

Transport: It contains vascular tissue (xylem and phloem), which transports water, minerals, and food throughout the plant.

Growth: The stem allows the plant to grow taller, reaching sunlight.

Leaves

Definition: Leaves are the flat, green parts of the plant where photosynthesis occurs.

Functions:

Photosynthesis: Leaves capture sunlight and convert carbon dioxide and water into glucose and oxygen.

Respiration: They take in carbon dioxide and release oxygen, contributing to the plant's respiration process.

Transpiration: Leaves lose water vapour through tiny openings called stomata, helping to regulate temperature and transport nutrients.

Flowers

Definition: Flowers are the reproductive structures of flowering plants.

Functions:

Reproduction: Flowers contain male (stamens) and female (pistils) parts that facilitate pollination and fertilisation.

Attraction: They attract pollinators like bees and butterflies with their colours and scents to help in the process of reproduction.

Seed Formation: After pollination, flowers develop into fruits containing seeds, enabling the plant to reproduce.

Endpoints

1. Identify and label the parts of a flowering plant.
2. Describe the functions of roots, stems, leaves, and flowers.
3. Explain the process of photosynthesis and its importance.

Year 4 Curriculum Term 4

Parasitic Plants

What are Xylem Vessels?

Definition: Xylem vessels are specialised tube-like structures found in plants that transport water and dissolved minerals from the roots to other parts of the plant.

Structure:

Xylem vessels are made up of dead cells, allowing water to move freely.

They have thick, lignified walls that provide support.

Function:

Xylem helps in the process of transpiration, where water evaporates from the leaves, creating a pull that draws more water upwards from the roots.

The Movement of Water

Process of Water Movement:

Water is absorbed by the roots from the soil.

It enters the xylem vessels and travels upwards through capillary action.

Water reaches the leaves, where it is either used in photosynthesis or lost to the atmosphere.

Types of Parasitic Plants

Mistletoe

Description: Mistletoe has green leaves and yellowish berries and is often found growing on trees.

How it works: It uses structures called haustoria to attach itself to a host plant and extract water and nutrients.

Yellow Rattle

Description: A wildflower with pale yellow flowers and hollow seeds.

How it works: It parasitises the roots of grasses, stealing their nutrients and inhibiting their growth.

Year 4 Curriculum Term 4

Eyebright

Description: A small flowering plant that can be found in meadows and grasslands.

How it works: Eyebright attaches to the roots of other plants, drawing out nutrients from them.

Endpoints

1. Identify the function and structure of xylem vessels.
2. Explain how water moves through plants.
3. Recognise different types of parasitic plants and describe how they obtain nutrients.

Carnivorous Plants

Venus Flytrap

Description: A well-known carnivorous plant with modified leaves that snap shut when trigger hairs are brushed.

Sundew

Description: Features glandular hairs that produce a sticky substance to lure and trap prey.

Butterwort

Description: Has flat, sticky leaves that catch insects; they are then digested by enzymes.

Pitcher Plants

Description: Funnel-shaped leaves filled with liquid that trap insects that slip in and cannot escape.

Endpoints

1. Identify and explain the function of parts of a carnivorous plant.
2. Compare and contrast with non-predatory plants.

Year 4 Curriculum Term 4

3. Describe the evolutionary reasons for predatory adaptations.
4. Communicate findings using a format of their choice.

Consequences

What are Predatory Birds?

Predatory birds, also known as birds of prey, include eagles, hawks, falcons, owls, and vultures.

They have keen eyesight, sharp talons, and strong beaks designed for catching and eating their prey.

Why Do Predators Kill and Eat Other Animals?

Survival: Predatory birds need to eat to live. They obtain energy and nutrients from their prey.

Role in Ecosystem: By controlling the population of prey species, they help maintain a balanced ecosystem.

Feeding Young: Adult predatory birds need to feed their chicks to help them grow and survive.

What Happens If Food Becomes Scarce?

Starvation: Birds may not be able to find enough food, leading to malnutrition or death.

Competition: Predators may compete with each other for limited food resources, sometimes attacking one another.

Population Decline: Reduced food availability can lead to a decline in bird populations.

Endpoints

1. Identify different predatory birds and their prey.
2. Understand the role of predatory birds in the ecosystem.
3. Explain what happens when food becomes scarce for these birds.
4. Construct a simple food chain using a chosen bird of prey.

Year 4 Curriculum Term 4

Deadly 60! **Key Characteristics of Aquatic Predators** Size: Aquatic predators can vary greatly in size, from small fish to enormous sharks and whales. Speed: Many aquatic predators are built for speed to catch their prey. Speed can be a significant factor in their hunting success. Weapons: Predators have various adaptations for hunting, including sharp teeth, strong jaws, and agile bodies. Danger: The danger posed by these animals to other species (including humans) can vary substantially. Some may pose little threat, while others may be highly dangerous. **Endpoints** 1. Identify a variety of aquatic predators. 2. Conduct basic research to gather information about an aquatic predator. 3. Create and perform a concise presentation about their predator, demonstrating knowledge in the categories of size, speed, weapons, and danger.	
Geography	
Substantive Knowledge	Disciplinary Knowledge
The Peregrine Falcon **Peregrine Falcon Habitat:** The peregrine falcon's favoured habitat includes cliffs, mountains, and tall buildings such as skyscrapers. Peregrine falcons can also be found in urban environments near coastlines where their prey, like pigeons and seagulls, congregate. **Continents and Countries of Habitat:** Peregrine falcons can be found on every continent except Antarctica.	**Mapping a Peregrine Falcon's View:** Create a bird's eye view map of a familiar local landscape from a peregrine falcon's perspective. Use a grid to draw the map with key features identified using symbols for human (e.g., houses, roads) and physical (e.g., rivers, parks) elements. **Mapping Crocodile and Alligator Habitats** Use a digital map to mark the distribution of crocodiles and alligators worldwide. Encourage students to research specific locations where these reptiles are commonly found.

Courage **Resilience** **Honesty** **Kindness**

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Year 4 Curriculum Term 4

In the United Kingdom, peregrine falcons can be seen in cities such as London, Birmingham, and Manchester, nesting on tall buildings and bridges.

Colonisation of Urban Landscapes and Coastlines:

Peregrine falcons have adapted to urban environments by taking advantage of man-made structures to nest and hunt, thriving in cities with abundant prey populations.

Endpoints

1. Identify the continents and countries where peregrine falcons can be found.
2. Describe the favoured habitats of peregrine falcons.
3. Explain how peregrine falcons have colonised urban landscapes and coastlines.
4. Create a bird's eye view map from a peregrine falcon's perspective.

Distribution of a Species

Africa:

Crocodiles: Found in countries such as Egypt, South Africa, and Madagascar. They thrive in rivers, lakes, and marshlands.

Australia:

Crocodiles: Abundant in Northern Australia, particularly in the Northern Territory and Queensland. They favour wetlands, swamps, and rivers.

North America:

Alligators: Predominantly found in the South-eastern United States, such as Florida, Louisiana, and Georgia. They inhabit freshwater environments like marshes, swamps, and lakes.

South America:

Crocodiles: Commonly found in countries like Brazil, Colombia, and Venezuela. They inhabit rivers, estuaries, and mangrove swamps.

Asia:

Investigating Geography and Predatory Needs

Discuss how the geographical features of crocodile and alligator habitats, such as proximity to water bodies and vegetation cover, support their predatory behaviour and survival.

- National Geographic Kids - Peregrine Falcon Facts
- RSPB - Peregrine Falcon Guide
- National Geographic Kids - Crocodiles
- BBC Bitesize - Alligators

Year 4 Curriculum Term 4

Crocodiles: Thrive in countries including India, Indonesia, and Malaysia. They are often found in rivers, lakes, and coastal areas. **Endpoints** 1. Identify the main differences between crocodiles and alligators. 2. Locate the habitats of crocodiles and alligators on a world map. 3. Describe how the geography of their habitats supports their predatory needs. 4. Explain the importance of conservation efforts for crocodiles and alligators.	
Art	
Substantive Knowledge	Disciplinary Knowledge
In Flight **Form and Movement:** Examine photographs and drawings of birds of prey in flight. Sketch their form, paying attention to wingspan, tail feathers, and body shape. Sketching and shading techniques - graduated shading, stippling and cross-hatching **Endpoints** 1. Sketch the form of birds of prey in flight based on visual references. 2. The be familiar with graduated shading, stippling and cross-hatching	**Observing and Sketching Birds:** Students will carefully observe and sketch the forms of birds of prey in flight. Understanding the proportions and movements of these birds will be key. • RSPB - Birds of Prey • National Geographic Kids - Birds of Prey • The Cornell Lab - All About Birds