



World of Country Life

Exmouth

Food Chains
Adult Guide

KS2

This guide is to help you to support pupils' learning during the trip.

Overview

During this activity, pupils will learn how all living things need energy to stay alive. They will find out about food chains and the important words we use to describe the different plants and animals within these including predators, prey, producers, consumers and all the 'vores'. They will explore the animals at the World of Country Life first-hand, looking at their diets and making their own food chains.

Vocabulary Children Will Use:

Producer – plants are producers because they produce their own food through photosynthesis.

Consumer – animals are consumers because they consume (eat) their food for energy.

Prey – an animal who is hunted and caught by another animal for food.

Predator – an animal who hunts and catches other animals for food.

Omnivore – an animal who eats some meat and some plants.

Carnivore – an animal who eats mostly meat (at least 70% of its diet.)

Herbivore – an animal who eats only plants.

Primary Consumer – an animal who eats plants.

Secondary Consumer – an animal who eats the primary consumers.

Tertiary Consumer – an animal who eats the secondary consumers.

Food Chain – how energy is passed from one living thing to another.

Food Web – how items within different food chains can be linked to other food chains

Diet – the type of food that an animal eats.

Things to do before you arrive

Read the Safety Rules for Adults, Farmer Lee's Safety Rules for the children and any risk assessments that we or the teacher have provided.

During the Day

Use our ideas and prompts for each activity to support pupil thinking and learning

Ensure pupils follow Farmer Lee's Safety Rules

Classroom Session

Time	Activity	Adult's Role
5 minutes	Go through Slides 1-5	On slide 4 encourage the pupils within your group to have their opportunity to share their comments and thoughts.
10-15 minutes	Go through Slides 6 - 12	Support children to read the Carnivore, Omnivore and Herbivore cards. Throughout the quiz, continue to support all pupils to read the animal facts and choose which diet type that animal has. Ensure that all pupils are involved in the activity.
5 minutes	Slides 13 and 14	Help children to use the cards to create a food chain. They can stand in a line to create the food chain, or use the cards on the floor. The arrows go in the direction that the food is eaten
10 minutes	Slides 16-19	Slide 19 support pupils with their discussions, and ensure that all pupils are able to join the activity.
5 minutes	Slides 20 - 23	Support pupils to decide which are the Primary consumer – first to eat in the food chain (eats the plants) and which is the secondary consumer.
5 minutes	Slide 24	Give your pupils their clipboards and activity booklets.

After the Food Chains Walk

Time	Activity	Adult's Role
20 minutes	Slide 25	This will be a chance for pupils to share and reflect upon what they found. This can be either in smaller group discussions and then sharing as a class or just a whole class discussion. The Adult's role is to support children to explain their thinking and findings clearly and have the confidence to share to others.

Food Chains Walk

During the Food Chain Walk around the World of Country Life support pupils to do the following:

- read the information boards and locate the diet information.
- use the facts and consumer sorting tree to complete their charts
- find food chains at The World of Country Life
- find different length food chains (2 items, 3 items, 4 items etc.)
- discuss any animal diets that they are surprised about

For children who need more support or find the activity difficult you can:

- complete parts of the grid with them or write for them
- not complete the Consumer Type column
- read the boards with the pupils

For children who require more challenge you can:

- ask them to think about food chains that animal may be part of
- decide whether the carnivores may be hypercarnivore (diet consists of at least 70% meat) or mesocarnivore (diet is consists of 50% meat)
- ask them if they know another name for an omnivore (hypocarnivore – eats approximately 30% meat and 70% plants)
- ask them if they can think of any links between food chains where the same animals or plants are part of different food chains
- ask them which animal at The World of Country Life they think is part of the most food chains

'Extra , Extra' Activities

Your school may choose to take part in the additional learning activities in the classroom which are explained below.

Activity	Instructions and information	Adult's Role
Activity 1 Food Chain Sort	<p>Instructions:</p> <p>Using the individual packs, create the food chains for each chain. For a little more challenge: can you time yourself and see how quickly you can do this? Can you use some of the words from our Words We Will Use board?</p>	<ul style="list-style-type: none"> • Support pupils in thinking about the order of the chains • encourage them to think about what they have learned and use words from the Words We Will Use board • encourage them to challenge themselves by seeing how quickly they can order the chains
Activity 2 Food Chain True or False Quiz	<p>Using your adult to be the quiz master, answer the questions on your own, in pairs or groups to check your food chain knowledge. If you are playing without an adult, choose one of your friends to take this important role. Hold the True or False card up when the Quiz Master says 'food' to reveal your answer. Receive a point for every correct answer. Are you a food chain pro?</p> <p>Instructions: Read each question as it is written. Allow the children time to think about their answers – this can be timed if needed – and remind them to get their True or False card ready. When you are ready to see their answer, say '3,2,1 Food' and they show you the card they have chosen. Then tell them the answer and let them know if they have received a point or not. Use the score sheet to keep a tally of the scores. Watch out for Bonus Point questions.</p>	<ul style="list-style-type: none"> • either take the role of the Quiz Master or support the pupil who want to try and test their peers • organise the group based on your knowledge of their ability, good pairing etc. so they gain the most out of the activity. Some groups will like to work individually, others may want to work in pairs. • support pupils to find choose their answers and hold them up at the correct time

'Extra , Extra' Activities

Your school may choose to take part in the additional learning activities in the classroom which are explained below.

Activity	Instructions and information	Adult's Role
Activity 3 Creating Food Chains	Creating Food Chains Instructions: Using the card and string, can you choose an animal at The World of Country Life and create a food chain that this animal is in? See our example to help you.	<ul style="list-style-type: none"> • support pupils to use what they have learnt to create a food chain. • can they use the words from the Words We Will Use to describe the different parts?
Activity 4 Food Glorious Food Webs	Animals can eat a variety of foods and can be eaten by different animals. Using some of the animals you have met today, can you create your own food webs on the large paper? See our example to help you.	<ul style="list-style-type: none"> • support the pupils to think about how the animals are linked • support pupils to use their knowledge about other foods they know animals eat and see where their new web takes them!