

Food Chains <i>Study food chains in action in the pond and the woodland through games and exploration in our wildlife area.</i>	Years Upper KS2 Yr5/6 Science 1A 'Ourselves' and early learning goals for knowledge and understanding of the world 1, 2, 3, 4, 9, 10 QCA: Science Unit 1A Ourselves, Science Unit 2B Plants and animals in their local environment Science Unit 2C Variation	Total Duration: 2 hours		
Intended Learning Outcomes <ul style="list-style-type: none">• Know food chains can be used to represent feeding relationships in a habitat.• Explain the terms primary producer, herbivore and carnivore and their relevance in food chains and provide examples.• Understand the role of sunlight in food chains.• Know that all food chains start with plants that make their own food during a process called photosynthesis and that this requires carbon dioxide, water and sunlight.				
Programme Summary <p>The session gives pupils an opportunity to explore the concept of food chains. Using the centre's collection of live and stuffed animals children will be able to classify animals into herbivores, carnivores, omnivores and detrivores and construct simple food chains. The importance of green plants will be discussed and the children will then use keys to identify their finds from their time exploring the two main habitats of the wildlife area. Tally chart sheets will allow the children to record their finds.</p>				
Session outline <ul style="list-style-type: none">• Short introductory talk about the Ecology Centre• Time for the children to look around the centre• Illustrated talk/discussion on food chains• Walk to wildlife area• Ecology staff led - pond dipping• School led – minibeast hunting• Walk back to the centre, washing hands• Plenary - sorting of animals seen into simple food chains and recapping of session objectives				
Previsit Preparation <p>It helps to brief the children before a visit. Talk through the activities that they will be doing and discuss key vocabulary. What is a food chain? What animals might be in a woodland or pond food chain? Work on feeding groups.</p> <p>Possible teaching ideas, ID and background information on minibeasts can be found in our pond and minibeast packs on our website.</p> <p style="text-align: center;">If you have not visited the centre before a previsit is essential.</p>				
Previsit ideas <p>ICT research on foodchains on children educational website/software</p>	Post visit ideas <p>Food chain games and mobiles</p>			
Organisation, roles and responsibilities for led sessions <table><tr><td><i>Adult helpers</i><p>Read activity instructions Lead activities with their group</p> <i>Class teacher</i><p>Organise adult helpers to support the trip Brief adult helpers and pupils Organise the class into smaller groups, approximately five pupils with one adult helper for each. Maintain overall responsibility for class management.</p></td><td><i>Ecology Centre staff</i><p>Lead session Introduce and discuss topic with the class Lead class to and from the wildlife area Support group activities Liaise with class teacher over timing and content of session</p></td></tr></table>			<i>Adult helpers</i> <p>Read activity instructions Lead activities with their group</p> <i>Class teacher</i> <p>Organise adult helpers to support the trip Brief adult helpers and pupils Organise the class into smaller groups, approximately five pupils with one adult helper for each. Maintain overall responsibility for class management.</p>	<i>Ecology Centre staff</i> <p>Lead session Introduce and discuss topic with the class Lead class to and from the wildlife area Support group activities Liaise with class teacher over timing and content of session</p>
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