Who Eats Who? Simple Food Chains

Teacher		**Class**	Year 2
Subject	Science	**Topic**	Food chains
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Pupils learn how animals get food from plants and other animals. They order picture cards into a simple food chain.

Curriculum links

- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain [1]
- identify and name different sources of food [1]

Learning objectives

- Students will describe how animals get food from plants and other animals.
- Students will order three living things into a correct simple food chain.
- Students will identify and name foods that come from plants and animals.

Success criteria

- I can say what an animal eats from plants or animals.
- I can put a plant, eater and hunter in chain order.
- I can show arrows mean is food for and point to eater.

What students already know

Ask in pairs for 2 minutes: What did you eat yesterday? Did it come from a plant or an animal?

Key words

food chain	who eats who in order [15]
plant	living thing that makes food from sun, water and air [14]
animal	a living thing that moves and eats food [15]
arrow	a mark that points to the eater to show what is food for what [15]

Materials

- picture cards for grass, cow, human and leaf, worm, bird
- arrow cards
- small trays
- whiteboard and pens
- projector and Slides 1-12

Before the lesson

- Print large picture cards for grass, cow, human and leaf, worm, bird, plus arrow cards, one set per pair with a tray.
- Load Slides 1-12 and test Video clip 1 (0:00-4:40) with sound.
- Set trays on tables and leave a clear carpet space for pair talk.

Lesson outline

0–8 min **Starter** 8 min · Whole class

To hook interest and recall foods that come from plants and animals.

YOU DO

1. Show Slide 1 Food Chains [title]: Who eats what? and Slide 2 Big idea [statement]: Animals get food from plants and animals.
2. Hold up mixed-up pictures of grass, a cow and a person eating and say the hook.
3. Ask pairs to name one food from a plant and one food from an animal.
4. Take 3-4 ideas and sort them on the whiteboard into plant foods and animal foods.

STUDENTS DO

1. Look at the mixed pictures and think about lunch order.
2. Tell your partner one food from a plant and one food from an animal.
3. Share ideas for the whiteboard sort.

Say: These pictures are all mixed up. Can you put lunch in the right order? Animals get food from plants and animals. Today we will put who eats who in order.

Ask: What does a cow eat? (Grass / plants.) · What do we eat that comes from a cow? (Milk, cheese, meat.) · Where do plants get their food? (They make their own food from sunlight.)

Check understanding: Hands up for one plant food and one animal food; if unsure, point to the two hoops on the board and choose.

Support: Give two picture choices to point at, plant or animal. **Stretch:** Ask what the plant needs to grow to make its food.

Use: Slides 1–2

8–18 min **Teaching** 10 min · Whole class

To explain how food moves along a chain that starts with a plant.

YOU DO

1. Show Slide 3 A chain [steps]: Plant grows in sunshine · Rabbit eats the plant · Fox eats the rabbit.
2. Model reading left to right with finger, saying the arrow means ‘is eaten by’ [3].
3. Show Slide 4 Did you know? [fact]: A fox gets energy from the Sun too! · Grass catches sun, rabbit eats grass, fox eats rabbit.
4. Explain that a food chain shows how plants and animals get their energy [4] and starts with a green plant that makes its own food from sunlight [4].

STUDENTS DO

1. Follow the chain with a finger left to right.
2. Join in reading: grass is food for cow, cow is food for human.
3. Point from food to eater when the teacher points to arrows.

Say: A food chain shows the order in which living things depend on each other for food [15]. It starts with a green plant that makes its own food from sunlight [4]. Then an animal eats the plant, then another animal eats that animal. Animals cannot do this so they eat plants or other animals [9].

Worked example: Grass, cow, human [1] in order: first grass makes its own food from sunlight, water and air [14]; next cow eats grass, so grass is food for cow; last human eats cow, so cow is food for human. Arrows point from food to eater to show the flow of energy from one living thing to another [8].

Ask: What always comes first in a food chain? (A green plant that makes its own food.) · Which way do arrows point? (From food to eater; arrows mean ‘is food for’.)

Check understanding: Show thumbs to: does a food chain start with a plant? Reteach with Slide 3 if many show thumbs down.

Support: Repeat the same rabbit-fox order with actions: grow, nibble, snap. **Stretch:** Explain why the chain cannot start with the fox.

Use: Slides 3–4

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18–30 min **Watch together** 12 min · Whole class

To practise spotting who eats first and last and learning key words.

YOU DO

1. Show Slide 5 Think, pair, share [question]: What does a rabbit eat? and take quick pair answers.
2. Play Video clip 1 (0:00–4:40) on Slide 6 Watch a chain [video]: Spot who eats first · Spot who eats last, pausing to ask who eats who.
3. Teach Slide 7 Key words [words]: food chain · who eats who in order · plant · makes food from sun · animal · a living thing that moves and eats food.

STUDENTS DO

1. Discuss with your partner what a rabbit eats, then share.
2. Watch the clip and call out who eats first and last.
3. Repeat key words and point to plant, then eater, then hunter.

Say: Watch who eats first and who eats last. A food chain shows how energy is passed between plants and animals [14]. Plants serve as a source of food for animals [1]. Say the words with me: food chain means who eats who in order.

Worked example: In the film chain, grass is eaten first, then the plant-eater, then the hunter last. The arrow means ‘is eaten by’ [3] and shows the movement of energy in the food chain [4].

Ask: Who eats first in the chain? (The plant-eater eats the plant first.) · What does the arrow tell us? (It means is eaten by / is food for and points to the eater.) · What does a rabbit eat? (Grass / plants.)

Check understanding: Cold-call spot who eats last; replay 30 seconds if order is mixed.

Support: Keep the same three pictures all lesson so students practise the same order. **Stretch:** Say why the hunter could not live without the plant.

Use: Slides 5–7, Video clip 1 (0:00–4:40)

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30–50 min **Main activity** 20 min · Pairs

To order three living things into a simple food chain.

YOU DO

1. Show Slide 11 Pick one [vote]: Which chain shall we draw? · Leaf, worm, bird · Grass, cow, human and vote as a class.
2. Give each pair a tray with the three picture cards out of order and two arrow cards.
3. Model organising cards for grass, cow, human into the right order [1] and placing arrows to show the flow.
4. Remind pairs to read their chain aloud as grass is food for cow, cow is food for human, using language that arrows mean ‘is food for’ [15].

STUDENTS DO

1. Vote for leaf, worm, bird or grass, cow, human, then collect the set.
2. Organise cards left to right and place arrows between cards to show the flow.
3. Read the chain aloud as X is food for Y and check arrows point to the eater.

Say: Organise your cards left to right in order. Put the plant first because it makes the first food. Put arrows between to show is food for. Read it to your partner to check.

Worked example: Leaf, worm, bird [3] fixed step by step: 1 leaf first because plants make their own food by photosynthesis [3]; 2 worm next because a leaf is eaten by a worm [3]; 3 bird last because the worm is then eaten by a bird [3]; 4 arrows point leaf to worm and worm to bird.

Ask: Which card must be first and why? (The plant, because plants make first food.) · Where must arrows point? (From food to eater.)

Check understanding: Pairs hold up ordered trays; scan arrows and fix one mixed pair as a class model if needed.

Support: Use only three large cards with a coloured dot to show which comes first. **Stretch:** Add a fourth card, like leaves, to make a second chain to order.

Use: Slides 10–11

50–60 min **Plenary** 10 min · Whole class

To name food sources and check chain order and arrows.

YOU DO

1. Show Slide 10 Food sources [cards]: Plants · Rabbit eats grass. · Animals · Fox eats rabbit. · People · We eat plants and animals.
2. Ask pairs to explain one card in each group: Rabbit eats grass, Fox eats rabbit.
3. Show Slide 12 True or false? [truefalse]: A chain starts with a plant. · Plants make first food. · A rabbit eats a fox. · Fox eats rabbit. · Arrows mean is food for. · Arrow points to eater.
4. Vote true or false and correct any muddle together.

STUDENTS DO

1. Name one food from plants and one food from animals using Slide 10.
2. Vote true or false with thumbs and explain why.
3. Tell your partner their final food chain in order.

Say: Some animals get food from plants and some get food from other animals [1]. A food chain shows how plants and animals get their energy [4]. Arrows show this flow from one living thing to another [8]. Tell your partner your chain in order.

Ask: A rabbit eats a fox – true or false? (False, fox eats rabbit.) · Arrows mean is food for – true or false? (True, arrow points to eater.)

Check understanding: Exit votes on Slide 12; if arrows are wrong, reorder leaf, worm, bird again as a class.

Support: Let groups copy the teacher model order first before trying alone. **Stretch:** Try grass, rabbit and bird and explain the order.

Use: Slides 10, 12

Common mistakes

Mistake	How to spot it	How to fix it
Arrows point to the food instead of the eater	Chain reads backwards, like cow to grass	Practise saying is food for and sliding finger from food to eater, as arrows mean ‘is eaten by’ [3].
Putting an animal first instead of a plant	Bird or fox placed at the start of the line	Remind that a food chain always starts with a producer, usually a green plant [4], because plants make their own food from sunlight [4].
Thinking arrows mean eats	Reading leaf arrow worm as leaf eats worm	Use is food for each time [15], so leaf is food for worm, worm is food for bird.

Support

- Use large cards with a coloured dot for first and sentence stems is food for.
- Pre-order one chain to copy before sorting alone.

Stretch

- Order a second chain and add arrows and is food for labels.
- Explain what would happen if the middle animal had no food.

For the LSE or teaching assistant

Stay with target pairs in main activity; prompt is food for reading, check arrow direction and keep cards in trays.

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Check for understanding

Question	Answer
Put grass, cow, human in food chain order.	Grass, cow, human.
Name one food that comes from a plant and one from an animal.	Plant e.g. grass/leaves; animal e.g. worm/rabbit.
What do arrows in a food chain mean and where do they point?	Arrows mean is food for and point to the eater.

Homework

Ask at home for one food from a plant and one food from an animal.

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