

Food Chains

LEARNING OBJECTIVES

- To be able to draw a seabird food chain.
- To be able to draw simple food webs.
- To be able to show that most food chains start with a green plant.
- To be able to use a food chain to show feeding relationships in a habitat.
- To be able to use a food chain to list the variety of plants and wildlife that live in a habitat

ICT <ul style="list-style-type: none"> • Construct a mapping diagram to show the food chain of a chosen seabird. • Design a poster to highlight how overfishing is causing a decline in seabird numbers around the world and specifically Alderney. 	LINKS Science Art	VOCABULARY Predator, prey, consumer, producer, relationship, food chain, herbivore, carnivore, insectivore, piscivore.
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ACTIVITIES <ul style="list-style-type: none"> • Create a food chain mobile using Alderney wildlife • Chose a seabird draw/write what it needs to live and where those things come from. Discuss. • What would the outcomes be if something from the top, middle and bottom of the food chain died out? • Construct a simple puffin food web using pictures and lengths of string. • Discuss and research competition for food between different seabirds. Why is this negative interaction for both species involved? Find out How do different seabirds gather fish from the sea? How many fish can a puffin carry in its beak? What is special about a Puffins jaw? Define Kleptoparasitism. How has human activity in the past resulted in Puffin numbers falling on the island of Burhou?	RESOURCES <u>Web links</u> BBC – Puffin http://www.bbc.co.uk/nature/life/Atlantic_Puffin#p00ksrds RSPB Food Chains http://www.rspb.org.uk/discoverandjoynature/discoverandlearn/funfactsandarticles/foodchains/ Pictures and photographs of marine life Videos Books Food chain activities
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POSSIBLE INVESTIGATIONS <ul style="list-style-type: none"> • This year the Alderney Wildlife Trust is investigating sand eel populations. What does this mean for the puffin population if this food source declines? Are there any alternative food sources for the puffins?

NC Outcomes:	
Key Stage 1	Pupils should: <ul style="list-style-type: none"> • Can identify the plant (producer) in a food chain and understand what the word means • Can construct a food chain with 3 stages • identify and name a variety of common animals that are carnivores, herbivores and omnivores • find out about and describe the basic needs of seabirds for survival • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Key Stage 2	Pupils should: <ul style="list-style-type: none"> • Knows that a food web is made up of food chains. Can identify predator and prey relationships correctly. • Can construct a food chain with 4 stages. • Can also identify carnivores, herbivores, and consumers. • Can construct a reverse food chain. • Can explain a food web in own words • identify that seabirds need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • construct and interpret a variety of food chains, identifying producers, predators and prey

