

## Predator-prey relationships (half day)

Key Stage 2

### Summary of Day

Find out what eats what in food chains and food webs. Simulate population fluctuation and discover everything animals and plants need to survive with a range of games and activities in the beautiful setting of Gatton Park.

### Learning objectives

- To explain how plants and animals are connected in food chains and food webs
- To use key predator-prey vocabulary
- To understand how populations can change
- To recall what animals and plants need to survive

### Key Vocabulary

food chain  
 food web  
 producer  
 herbivore  
 carnivore  
 omnivore  
 decomposer

Some children may learn:  
 apex predator  
 energy

### Prior Learning

No prior learning is essential for children to take part in this day.

To maximise children's learning during their visit, it would be beneficial for them to understand the term 'food chain'

## Example outline of the day

<b>Approx 10 am</b>	Arrive / Introduction to Gatton Park / Safety talk
<b>10.15 – 10.35</b>	Introduction to food chains and terminology in the classroom including volunteers wearing t-shirts to represent example food chains and a food chain group activity
<b>10.35-11.00</b>	Make a food web - children have different plants/animals and link up using wool to make a food web to demonstrate how energy is passed along food chains and the connectedness of plants and animals in feeding relationships
<b>11.00-11.25</b>	Food chain game – children must collect water, air, soil, warmth and sunlight tokens to grow (plants) and avoid being tiggered by the carnivores
<b>11.25-11.50</b>	Population fluctuation simulation game incorporating elements that animals need to survive: shelter, food, water and space
<b>11.50-12.00</b>	Walk back to the cabin

## Assessment Opportunities

Gatton Staff will assess progress throughout the day by open ended questioning and a plenary session.

- Can the children explain how animals and plants are connected in food chains?
- Can the children explain how populations can change?
- Can the children recall what animals and plants need to survive?
- Can the children use scientific terms when describing food chains?

## Information for the group leader

- Outdoor clothing and sturdy footwear / wellies are advised
- Please note that due to the nature of the study site, adjustments may need to be made to this programme for those visitors who use a wheelchair or have limited mobility. Please contact the Centre to discuss alternatives.
- Please note this day will go ahead in most weather conditions. However alternative bad weather activities are available at the Centre if necessary.
- Centre Risk Assessment forms are available for those who come on a pre visit; these may be used to write your own risk assessments in accordance with your school's requirements.

## Post Visit learning opportunities

- Investigate a pond or woodland habitat in the school grounds and make food chains and webs
- Play habitat/food chain related games
- During an ICT session, investigate food chains and webs in different habitats

Differentiation	Access	Adult Participation
<ul style="list-style-type: none"><li>• Adults will encourage participation and give support as appropriate</li><li>• Specific adjustments can be made to suit individual needs in conjunction with the class teacher</li></ul>	<ul style="list-style-type: none"><li>• Large worksheets can be provided with prior notice.</li><li>• Different learning styles are considered throughout the day.</li><li>• Please inform us in advance if any of your students have limited mobility.</li></ul>	<ul style="list-style-type: none"><li>• Adults will encourage participation and give support as appropriate during practical tasks.</li><li>• Adults will accompany each group looking for minibeasts in the woods and meadow..</li><li>• Please ask adults to keep their mobile phones switched to silent during the teaching part of the day and only make and receive calls at lunch time.</li></ul>

## Resources

All resources for the day are provided by Gatton Park Education Centre, including:

- Food chain t-shirts
- Food chain intro activity pictures and arrows
- Food web pictures of plants and animals and wool
- Hats to wear for tig and coloured tokens to represent what plants need to grow