Who eats whom? Answers and notes

What your child practised: building simple food chains that start with a plant, saying who eats whom, and how animals in a habitat depend on each other for food (Year 2 science).

Page 1 · Warm up

leaf **1** · caterpillar **2** · bird **3**

Page 2 · Try it together

grass → rabbit → fox · leaf → caterpillar → bird · acorn → mouse → owl. Without mice, the owl must find other food, like voles or shrews, or go hungry.

Page 2 · A. Number the chains

acorn **1** · mouse **2** · owl **3**
leaves **1** · snail **2** · hedgehog **3**

Page 3 · B. Arrows

grass → rabbit ✓ · fox → rabbit ×
owl → mouse × · leaf → caterpillar ✓

Page 3 · C. Fill the gaps

1. **leaf** · 2. **fox** · 3. **owl**

Page 3 · D. No grass

The rabbits have **no food**, so they go hungry or move away. Then the foxes have **fewer rabbits to eat**, so they go hungry too.

Challenge: No. Being in the same chain doesn't mean the fox eats grass. Each animal eats the one just **before** it: the rabbit eats the grass, and the fox eats the rabbit.

Watch out for

- **Thinking a predator eats plants** ("the fox eats grass"). Point to one arrow at a time: "Who eats the grass?"
- **Arrows the wrong way.** Children often point the arrow from the eater to its food. The arrow means "is eaten by", so it points to the eater.
- **Starting with an animal.** Every food chain starts with a plant.

Going further (5 minutes, no paper)

- **Human food chain:** "grass, cow, me". Can your child make one from their lunch?
- **Line up:** family members each "be" a grass, a rabbit and a fox and stand in order.
- **In the game:** Chapter 6, Alive, dead or never alive?, sorts the things found in a habitat.