





<p><b>Topic:</b> Living things and their habitats</p>	<p>Year 2 Age 6-7</p>	<p>Title: Feeding simulation</p>
<p><b>Working Scientifically</b></p> <p><b>Do:</b> Perform simple tests, observe closely</p> 	<p><b>Concept Context</b></p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	
<p><b>Assessment Focus</b></p> <ul style="list-style-type: none"> <li>• Can children carry out a simple test to simulate feeding?</li> <li>• Can children observe closely to collect data?</li> </ul>		
<p><b>Activity</b> <i>We are going to be environmental scientists.</i></p> <p>Discuss how different animals feed and what they feed on, linking to other lessons on food chains and feeding as a life process (something that all living things do).          Introduce feeding simulation: use finger 'beaks' (thumb and forefinger) to 'feed' (grab as much food as they can from a mixture and put onto a plate) for a set time e.g. 20 seconds until predator spotted.</p> <p>Provide each pair/group with a feeding mixture in a bag or small pot. For example:</p> <ul style="list-style-type: none"> <li>• Food: small pasta, popcorn maize, bird seed</li> <li>• Plastic 'food': plastic beads, bits of plastic bags or straws</li> </ul> <p>Could do class stop/start feeding timings, or do in small groups e.g. 1 feeder, 1 timer, 1 recorder, 1 sorter. Ensure time to observe and classify the 'food' that they collected. Record how much food and plastic/not-food has been 'eaten' after each feeding session. Share findings and discuss what could happen to wildlife if they ate this mixture.</p> <p><b>Adapting the activity</b></p> <p><b>Support:</b> Provide a small number of the larger items of 'food' to grab and sort.  <b>Extension:</b> Try 'scoop' feeding in water or sand. Further research about the effects of plastic pollution.  <b>Other ideas:</b> Create a poster or video to discourage littering/ plastic pollution, or to encourage saying 'no' to one (or all!) of the Big 4 plastic polluters (coffee cups, straws, plastic bottles, plastic bags).</p> <p><b>Questions to support discussion</b></p> <ul style="list-style-type: none"> <li>• How much of each type was collected?</li> <li>• Can all of this mixture be eaten safely?</li> <li>• What might happen if an animal ate this mixture?</li> <li>• Which bits of the mixture can be digested?</li> <li>• Where might the plastic pieces come from?</li> </ul>  		
<p><b>Assessment Indicators</b></p> <p><b>Not yet met:</b> Children have difficulty performing the test, e.g. trouble sorting or counting the 'food'.</p> <p><b>Meeting:</b> Children meeting the objective would be able to follow instructions to carry out the simulation and observe closely to sort the 'food'.</p> <p><b>Possible ways of going further:</b> Children may consider the implications of repeatedly feeding in a plastic-rich environment. They may consider other implications e.g. plastic around feet/wings etc. They may go on to do their own research about the main plastic pollutants in the ocean.</p>		

 Teacher box 2 - discuss objectives and criteria. See TAPS pyramid for more eggs.