

Year 3 Science Assessment: Amazing Food Chains

Learning objective: To identify and describe how animals obtain food from plants and other animals, and to construct and interpret food chains.

Read each question carefully. Write your answers clearly in the spaces provided. If you need to draw a food chain, use a pencil and ruler.

Bea the honeybee is busy in the meadow. She collects nectar from sunflowers to make honey. Nearby, a field mouse nibbles on seeds and grass. A quick-thinking fox, Kit, watches the mouse from behind a bush. Meanwhile, high above, Nova the owl spots a beetle crawling on a leaf.

Word bank: producer · consumer · predator · prey · herbivore · carnivore · omnivore · energy

1. Using the passage provided, identify one producer and one consumer. Explain your choices. (2 marks)

2. What is the main source of energy for all food chains? Where does this energy come from? (2 marks)

3. Define the following terms: Herbivore, Carnivore, and Omnivore. Give one animal example for each. (3 marks)

4. Look at this food chain: Grass → Grasshopper → Frog → Snake. Identify the predator and the prey in this chain. Which animal is the top predator? (3 marks)

5. If all the grass in a meadow suddenly disappeared, what would happen to the animals in that food chain? Explain your answer using the word 'energy'. (4 marks)

6. Draw a food chain using at least four living things. Include one producer, one herbivore, and two carnivores. Label each part clearly. (4 marks)

7. Extended Writing: Imagine you are Bea the honeybee. Describe your journey through the meadow. Explain what you eat, what might eat you, and how you fit into a food chain. Use at least four words from the word bank in your answer. (7 marks)

Draw: Draw a food chain that starts with a sunflower and ends with a bird of prey.



Extension challenge: Total: /25