

Topic:	Year group	Term
Food chains	4	Summer

Background knowledge

Children explore food chains and should identify the producer, consumers, prey and predators in a range of different food chains.

Children should identify plants as producers as they get their energy from the Sun. They should also identify animals as consumers as they get their energy by "consuming" or eating other things.

w. Children learn that habitats have food chains of different lengths and that there can be more than one type of prey or predator in a single chain. It is important to use examples of familiar food chains to introduce the fact that a consumer can be a predator, prey or both. They should place producers, consumers, prey and predators in the correct order, with arrows showing the transfer of energy from the producer through to the predator. It is important to provide children with familiar animals and plants from a range of habitats such as forests, woodlands and oceans.

Common misconceptions

- Children may not think of plants as living things and may believe that human activity only affects the population of animals in food chains.
- Children may find food chains that are drawn across the page unintuitive because of the phrase "top of the food chain". The direction of the arrows is what indicates the direction of energy transfer. It can be helpful to use the term "end of the food chain" instead to avoid this misconception

What should I already know?

Children were introduced to the concept of a food chain in year 2.

National Curriculum Objectives / Key Skills	The Journey
Construct and interpret a variety of food chains, identifying producers, predators and prey.	<ol style="list-style-type: none"> 1. What is a food chain? 2. Interpret food chains 3. Draw food chains 4. What would happen if?
<u>Working scientifically</u>	

Using straightforward scientific evidence to answer questions or to support their findings

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Scientific enquiry



Outcomes

Working towards: I can draw a simple food chain.

Expected: I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Exceeding: I can construct and interpret a variety of food chains, identifying producers, predators and prey and explain my choices.

Key Vocabulary

Timeline / Diagrams

Food chain - an order of living things, to show how energy is transferred when one living thing eats another

Producer - a living thing that makes its own food from the sun

Predator - an animal that eats prey

Prey - animals that are eaten by predators

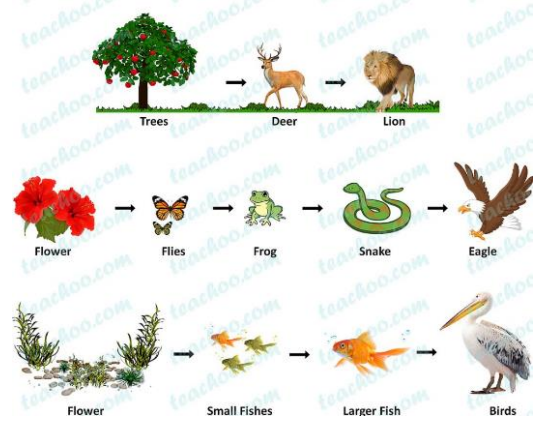
Consumer - a living thing that eats other living things

Habitat - an area where animals and plants live

Farming - the process of using land to grow crops and raise animals

Overfishing - removing fish from a habitat

Hunting - chasing and killing animals



Key people / places

STEM scientist

Assessment questions / outcomes