

Length of lesson: 45 minutes per lesson, spread over two lessons.

Lesson objectives

- To understand the difference between herbivorous, carnivorous and omnivorous animals.
- To investigate different food chains.

Lesson outcomes

All students will understand how living things get their energy.

Most students will be able to name an example of a herbivore, carnivore and omnivore.

Some students will be able to complete a full food chain.

National curriculum links

Animals including Humans

Year 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Year 4

- Construct and interpret a variety of food chains, identifying producers, predators and prey

Preparation:

- Print and cut out one set of food chain cards per child or per pair.

Starter/warm up: Ask pupils what type of food they like to eat. Are there any vegetarians in the class? Look at different meats and plants that we eat.

Whole class teaching: Explain to pupils how they get their energy to move and grow. Explain that all living things need energy. Plants get their energy from sunlight using photosynthesis and animals and humans get their energy from the food they eat. This could be used as an opportunity to emphasise healthy eating and that humans need to eat lots of different types of food, including lots of vegetables to remain healthy.

Explain the difference between herbivorous and carnivorous animals. Create a chart on the board and ask students to name different animals and what they eat. Define what this makes that animal. e.g. herbivore, carnivore or omnivore?

Some food chains may begin to make themselves apparent as students name animals and what they eat. Explain what a food chain is and that they all start with a plant.

Independent work: In the second lesson, students can begin creating their own food chains using the cards provided. They may be able to create more than one food chain with different cards. Explain that they should lay the cards out first before sticking them in their books.

Lower level students could complete one chain, perhaps in pairs.

Higher ability or extension work could be to complete several chains, and write a sentence or two comparing two chains.

Plenary: Compare different food chains. Did any of the students create them differently? Why? Address any misconceptions the children may have.

Cut out these African animals food chain cards

Use one set per child or per pair

