

Year 4 – Food chains and classification programme outline – all day visit

PROVISIONAL PROGRAMME

Introduction/Comfort break

- Welcome and introductions
- Health and safety and orientation
- Plan for the day
- Introduction to topic
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Pond dipping

- How to pond dip, health and safety
- Pond dipping – collecting specimens

Identification and feeding adaptations

- Identification using simple keys
- Record species found
- Adaptations for feeding
- Feeding relationships – predator, prey, producers
- Make a pond food chain

Plenary: Group activity: Food chains and environmental change

Lunch

Meadow minibeasts

- Invertebrate classification
- Sweep netting in the meadow and/or minibeasts under logs
- Characteristics of animals seen relating to habitat
- Plant classification in the woodland

Plenary – Design a creature

In groups of 5 children are given a design brief to make a new creature and explain it's adaptations to the rest of the class.

**THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING LEARNING
OUTCOMES/INTENTIONS**

Continued overleaf

Most children will....

- construct and interpret a variety of food chains, identifying producers, predators and prey.
- recognise that environments can change and that this can sometimes pose dangers to living things.
- Know the meaning of consumer, producer, predator, prey, carnivore, omnivore and herbivore.
- distinguish between animals which eat plants and those which eat other animals
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- use simple keys to identify organisms
- record their observations

Some children will not have progressed so much and will...

- name a few of the organisms that live there
- with help, identify these using simple keys
- make observations of animals and plants
- understand that some animals eat plants, some eat meat and some eat both
- with help, record their observations

Some children will have progressed further and will also...

- represent feeding relationships within a habitat by food chains
- explain that food chains begin with a green plant which 'produces' food for other organisms
- know the function of the parts of a tree
- record their observations and provide scientific reasons for their findings

Literacy

- words related to life processes *eg nutrition*
- words relating to habitats and feeding relationships *eg habitat, condition, organism, predator, prey, producer, consumer, food chain, key*
- words which have a different meaning in other contexts *eg producer, consumer, key, condition*
- expressions making generalisations and comparisons

Numeracy

- using keys
- sorting
- counting
- averages

Citizenship

Know that animals have needs just like humans, and that these needs include food, water, companionship, a suitable place to live, being looked after by a vet if they are ill, and the freedom to behave naturally.

They begin to appreciate the ways in which humans have a responsibility towards all animals – wild animals, farm animals and pets. Understand the role of voluntary organisations/charities.

They know that we all have a responsibility towards animals, and that there are laws to protect them. They recognise that different pets have different needs, and that not everyone makes a suitable pet owner. They appreciate that there are a large number of animal welfare issues, and understand one in some depth. They contribute ideas and opinions to class discussions

SEAL / ECM

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

Inclusion