



Key Stage 2 Lesson 3 – Food Chains

Lesson Plan

Introduction

Bring Yorkshire into the classroom by exploring the wildlife we find here on the coast and the part it plays in the marine ecosystem. In this lesson, we explore how different organisms work together in an ecosystem, what a food chain is, what the different roles are in a food chain and how Yorkshire's local wildlife, such as seagrass and oysters, fit into the food chain.

Teaching and Learning

Task 1: Food chains PowerPoint presentation

- Start the lesson by presenting the PowerPoint to learn all about food chains. The presentation will introduce the key vocabulary for the day, what the different roles are in the food chain and how different animals fit into that food chain.

Task 2: Nearpod quiz and matching pairs

- Use the Nearpod link on the 'Marine Learning Pack' webpage and complete the quiz to test students' understanding of the PowerPoint presentation. Use the teacher's link to add the quiz to your resources and to be able to edit the quiz (you will need to create a free Nearpod account to do this) or use the student-paced link to allow students to complete the quiz in their own time (no Nearpod account needed).

Task 3: Practical activity – make a food chain

- Students will each take a photocard and become a different organism. The teacher will represent the Sun and stand at one end of the room. Students will then need to work out which food chain they fit into and where they fit into it. Once completed, students should explain what the role is that they play in the food chain (e.g., producer or consumer) and what would happen to the food chain if there were more or less of various organisms.

Learning Outcomes

- 1) Describe what a food chain is
- 2) Explain the role of different organisms in a food chain
- 3) Explore how Ollie the oyster fits into the food chain

Key Vocabulary

Organism, habitat, community, ecosystem, food chain, producer, consumer, predator, prey.

Links to the National Curriculum

Science

- **Living things and their habitats:**
 - Recognise that living things can be grouped in a variety of ways
 - Recognise that environments can change and that this can sometimes pose dangers to living things
 - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
 - Give reasons for classifying plants and animals based on specific characteristics.
- **Animals, including humans:**
 - Construct and interpret a variety of food chains, identifying producers, predators and prey.
- **Evolution and inheritance:**
 - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Geography

- **Human and physical geography:**
 - Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

