



		<p>I am a primary consumer.          Demonstrate the problem of one link in a food chain being removed with each group e.g. if there are no crabs, the seal will not be able to eat          Explain independent work</p> <p>Main:          Children to complete a worksheet that requires them to do the following:</p> <ol style="list-style-type: none"> <li>1) label the levels of two food chains with the labels of producers, primary consumers, secondary consumers and tertiary consumers</li> <li>2) cut out and stick the organisms from an ocean food chain and from a rainforest food chain into the correct places</li> <li>3) draw their own example of a food chain</li> </ol> <p>Plenary:          House competition – in their house groups, children to think of as many food chains as they can and draw them in a set time          To help them, tell them to think of different climates and habitats and remind them that food chains can only have 3 levels; they don't always need 4 levels          Award points to the team that can think of the most          Revise the key terminology from the lesson</p>		
2	<p>To understand and interpret a food web          (1 hour)</p>	<p>Intro:          Revise how a food chain shows the feeding relationships between different organisms          Revise how a predator kills and eats other animals (its prey)          Revise how an animal being prey means that it is eaten by another animal (its predator)          Explain how a food web is a collection of food chains          Show children the food web that we will be using for today's lesson and explain the following:</p> <ul style="list-style-type: none"> <li>• the bottom level is decomposers. Decomposers are organisms that break down dead plants and animals, thus releasing their nutrients. They are crucial because without these nutrient being released the soil would not be as fertile; therefore plants would not grow as well</li> <li>• the next level is producers. Producers make their own food and use the nutrients released by the decomposers. Green plants are producers and use sunlight, carbon dioxide and water to make their own food.</li> <li>• the next level is primary consumers. Primary consumers eat plants</li> <li>• the next level is secondary consumers. Secondary consumers eat other animals</li> <li>• the arrows show what each animal eats and is eaten by</li> <li>• the food chain we are using today does not show the decomposers being eaten at all (to keep it from being overcomplicated); however</li> </ul>	<p>Food web          Worksheets</p>	<p>MUST: interpret a food web at a basic level</p> <p>SHOULD: interpret the more complex aspects of a food web</p> <p>COULD: create their own example of a food web</p>

		<p>some of the decomposers would be eaten e.g. the word by birds</p> <p>Main: Children to answer questions that require them to interpret the food web Emphasise to children that they should be answering in full sentences Lower ability given answer frame to complete Extension: Children to draw a food web of their own</p> <p>Plenary: Ask any children who drew their own food webs to share them Use these as a basis to question the other children, in order to revise the key points from the lesson</p>		
3	<p>To know the terminology of food chains and food webs</p> <p>(1 hour)</p>	<p>Intro: Revise how it is important that we know the precise meanings of terminology in science and that we use words and language accurately in it Ask children to think, pair, share some of the terms that we have learnt and used in the last few lessons Explain that we are going to be learning the precise definitions of many of these words today: Decomposers, producer, primary consumer, secondary consumer, predator, prey, carnivore, omnivore, herbivore, fungi, bacteria, habitat, photosynthesis, organism, decompose and scavenger Give each child a card (some will need to be given two of the cards with the terms on them, as there are 32 cards) and children need to find their matching partners Children to read out their term and their definition Explain the following:</p> <ul style="list-style-type: none"> <li>• primary consumers can be herbivores or omnivores</li> <li>• secondary consumers can be omnivores or carnivores</li> <li>• an animal can be a predator and be prey for another animal</li> <li>• a predator kills its own food, whereas a scavenger eats food that has been killed or died already before they get to it</li> <li>• habitats are natural places for animals to live e.g. a zoo is not a habitat</li> </ul> <p>Explain how to play the game for the independent work</p> <p>Main: Give each pair of children 3 sets of cards: a double-sided set, a set with just the terms and a set with just the definitions Children to play 'Go Fish' – 2 sets of cards, placed face down. Children need to find the two matching cards They can use the double-sided cards to check if they have found a matching pair (To begin with, they could play the game with the cards facing up to make it</p>	<p>Sets of cards laminated / printed on card back-to-back</p> <p>Sets of cards laminated / not printed back-to-back</p>	<p>MUST: know some of the terms and their definitions</p> <p>SHOULD: know more of the terms and their definitions</p> <p>COULD: know all of the terms and their definitions</p>

		<p>easier)          Collect in all of the sets of cards (and store safely for next year)          Explain how a crossword works          Children to complete a crossword on the terms for the lesson          Lower ability given choice of answers; higher ability not given choice of answers</p> <p>Plenary:          Memory competition – in pairs / groups to write down as many of the terms as they can remember and their definitions          Ask pairs / groups how many they got and go to the team who says they have the most terms written down          Check they got them right; if they did, award them points; if not go to pair who got the next most; repeat until find winners</p>		
4	<p>To understand the structure of a tooth          (45 mins)</p>	<p>Intro:          Explain that we will be looking at teeth over the next couple of lessons          Ask children to think, pair, share what they already know about teeth, and listen to some of their ideas          Explain that today we will be looking at the structure of a human tooth and drawing and annotating a diagram of a human tooth          Revise how it is a good idea to get information from more than one source, to cross-reference it and to check that it is correct</p> <p>Main:          Children to use information from the following video / websites to draw and annotate a diagram for the structure of a human tooth:  <a href="http://www.youtube.com/watch?v=rDxatqUbkVk">http://www.youtube.com/watch?v=rDxatqUbkVk</a>  <a href="https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/teeth-and-eating/the-structure-of-the-tooth/">https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/teeth-and-eating/the-structure-of-the-tooth/</a> (if the link does not work, Google 'Children's University of Manchester' and navigate through the site from the homepage)  <a href="https://www.healthyteeth.org/parts-of-a-tooth/">https://www.healthyteeth.org/parts-of-a-tooth/</a> (if the link does not work, Google 'healthy teeth parts of a tooth')  <a href="https://k8schoollessons.com/human-tooth-structure-for-kids/">https://k8schoollessons.com/human-tooth-structure-for-kids/</a> (if link does not work, Google 'k8 school lesson human tooth structure for kids') – need to scroll about halfway down the page          (If have non-fiction books with this information, some children can use these and later swap with children using PCs / laptops)</p> <p>Plenary:          Children create questions for their partner to answer using the information they have found out</p>	<p>Computers / tablets and / or non-fiction books with information on the structure of a tooth</p> <p>Links available for children and saved as a word template file so that children can all open the file</p>	<p>MUST: draw a diagram of the structure of a tooth and label it</p> <p>SHOULD: add some information about each part of the tooth</p> <p>COULD: as above, but add more information and cross-reference information from different sources</p>

To access the complete version of this [Year 4 Animals, including Humans planning](#), and all of the resources to go with it, visit

<http://www.saveteacherssundays.com/science/year-4/373/>



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