
















# Living Things and Their Habitats: Food Chains

<b>Aim:</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains	<b>Success Criteria:</b> I can name some sources of food. I can give examples of carnivores, herbivores and omnivores. I can order living things in a food chain.	<b>Resources:</b> <a href="#">Lesson Pack</a>
I can use a food chain to show how animals get their food.	<b>Key/New Words:</b> Food chain, consumer, producer, predator, prey, herbivore, carnivore, omnivore.	<b>Preparation:</b> <a href="#">Food Chains Sorting Activity</a> - 1 per group, cut into individual cards <a href="#">Food Chains Activity Sheet</a> - 1 per child Food Chains Mini Concertina <a href="#">Book Template</a> per three children, cut into individual strips

**Prior Learning:** It will be helpful if children have previously learnt about herbivores, carnivores and omnivores.

## Learning Sequence

	<b>Sources of Food:</b> Remind children of previous learning about herbivores, carnivores and omnivores. As a class, children think of examples of each and possible sources of their food.	
	<b>What Is a Food Chain?</b> Using the <a href="#">Lesson Presentation</a> , outline the idea of a food chain and introduce key vocabulary. In pairs, children discuss the living things given on the <a href="#">Lesson Presentation</a> and how they can be arranged into food chains. Give children time to <a href="#">draw a food chain</a> on their mini whiteboards before they feed back to the class. Record some suggestions.	
	<b>Food Chains Sorting Activity:</b> Working in small groups, children <a href="#">arrange the cards</a> from the Food Chains Sorting Activity into as many food chains as possible	
	<b>Food Chains Activity Sheet:</b> Using the <a href="#">Differentiated Food Chains Activity Sheet</a> , children <a href="#">draw two food chains</a> and record which habitat they would be found in. Children can use examples they have made in the previous activity or come up with new ideas. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Children draw three-step food chains. </div> <div style="text-align: center;">  Children draw one three-step food chain and one four-step food chain. </div> <div style="text-align: center;">  Children draw four-step food chains. </div> </div>	
	<b>Food Chains Concertina Book:</b> Using the <a href="#">Food Chains Mini Concertina Book Template</a> , children <a href="#">draw a four-step food chain</a> in a mini concertina book format. Children can label each living thing in the food chain with its name, or, as an extension, with 'producer' or 'consumer'.	
	<b>And Finally:</b> As a class, rearrange the animals to make two food chains and add a final predator to finish them. Which habitats are they from?	

## Taskit

**Readit:** Explore food chains and dependency in an American pond habitat in the beautifully illustrated 'Pond Cycle' by Betsy Franco.

**Wordsearchit:** Reinforce vocabulary with the [Wordsearch](#).

**Visitit:** Visit the [BBC Website Food Chains Learning Resource](#) for more information.