

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
LIVING THINGS AND THEIR HABITATS (2)	- 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. - Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	TIER 2 (Academic): Source, dependence, relationship, sequence, transfer, impact, identify, represent. TIER 3 (Topic Specific): Food chain, producer, consumer, predator, prey, source of food, shelter, dependence, energy, woodland, ocean, grassland.	Nature reserve visit to trace natural food chains in action.
PRIOR LEARNING	Y2 Identifying living things, habitats, microhabitats, and diets (carnivore, herbivore, omnivore).		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Where do different animals get their food?	How do plants and animals depend on each other in a habitat?	What is a food chain and what do the arrows show?	How can we build a woodland food chain?	How do food chains work in ocean and grassland habitats?	What happens to a food chain if one animal disappears?
LEARNING OBJECTIVES	To identify food sources for herbivores, carnivores, and omnivores.	To describe interdependency for food and shelter in habitats.	To construct simple food chains and explain energy transfer arrows.	To build and label woodland food chains using producers/consumers.	To build marine/savannah food chains.	To predict the impact of removing an organism from a food chain.
ACTIVITY WORKING SCIENTIFICALLY SKILLS	RESEARCHING & CLASSIFYING: Research animal diets using secondary sources. Match animals to specific food sources.	OBSERVING & RESEARCHING: Map dependencies (e.g., birds need trees for nesting, oak trees need squirrels to spread acorns).	MODELLING: Create human food chains using card arrows. Identify plants as producers and arrows as energy transfer.	MODELLING & CLASSIFYING: Construct woodland chains (Grass → Rabbit → Fox). Label producer, prey, predator.	MODELLING: Construct ocean (Plankton → Fish → Seal) and savannah (Grass → Zebra → Lion) chains.	PATTERN SEEKING: Simulate removing a producer/herbivore from a chain. Model impact on remaining species.
ASSESSMENT	Match animals accurately to food sources.	Explain how two species depend on each other for survival.	State that food chain arrows show energy transfer direction.	Construct a 3-stage woodland food chain starting with a plant.	Build correct marine and savannah food chains.	Describe consequences of removing a link from a food chain.

END POINT ASSESSMENT	Pupils explain organism interdependence, construct correct simple food chains (starting with a plant producer), identify food sources, and explain predator/prey dynamics within habitats.					
HIGHER ORDER QUESTIONS	Why are green plants always the start of a food chain?	How do plants depend on animals for survival?	Why do food chain arrows point toward the eater rather than the eaten?	Is an owl a producer or a consumer? Why?	How are ocean food chains similar to land food chains?	If disease killed all rabbits, what would happen to foxes and grass?
FURTHER OPTIONAL QUESTIONS BIG QUESTIONS FOR DISPLAY	- What would happen if all green plants vanished? - Do food chains always start with the sun and plants? - Are humans at the top of food chains?					
INCLUSION & ADAPTATION	Toy animal to food picture matching cards.	Dual photo cards displaying shelter and food connections.	Physical arrow props with text "Gives Energy To" printed directly.	Pre-cut 3-piece jigsaw chains (Leaf → Caterpillar → Bird).	Color-coded habitats mats with matching animal strip sets.	Visual balance scale activity removing one animal block from a tower.
GREATER DEPTH	Research apex predators and compare diets across different global regions.	Evaluate seed dispersal and pollination as key mutual dependencies.	Explain why food chains rarely exceed 4 or 5 stages.	Construct 4-stage woodland food chains including top predators.	Compare marine food webs containing multiple primary consumers.	Write an environmental impact report on species removal.