

## Year 1 Science Lesson Plan

## Resource Checklist

### Living things and habitats: Lesson 1

#### Learning Objective & Outcomes

##### Learning Objective:

To create simple pond life food chains

##### Learning Outcomes:

I can match animals to their habitat  
I can identify animals' relative size, movement and behaviour  
I can create suitable sounds to describe the animals

##### National Curriculum Coverage:

Identify and name a variety of common animals that are  
Carnivores, herbivores and omnivores in a garden pond  
Using their observations and ideas to suggest answers to questions

- PBuzzes
- 'We're going on Safari' (see additional PDF in resources area)
- Picture of pond animals and plants in their habitat
- 'Looking at creatures found in a pond' video clip on IWB (link in main section)
- 'Life in a pond habitat' worksheet and pencils
- Video camera or iPad

## Starter

Display the PDF of 'We're going on safari' and read this in the style of 'We're going on a Bear Hunt.'

#### Key Questions

- Which animals eat other animals in the underwater safari? *(The frog and the dragonfly nymph)*
- What do you think water boatmen eat? *(Most of them suck the juices from the algae and plants in the pond)*
- If the dragonfly nymph lives at the bottom of the pond and doesn't move much, why is he so scary? *(He lies in wait for passing creatures, like worms, insects and even tadpoles, and grabs them as they pass with his fierce jaws. He eats up to a fifth of his body weight every day.)*

## Main

Show the picture of a garden pond *(if they have been pond-dipping, what did they see?)* Use their knowledge to identify the common plants and animals. Do they know which is the biggest/smallest/most ferocious animal?

Watch this video 'Looking at creatures found in a pond' to identify the sort of animals that are carnivores and herbivores in the pond community: [www.bbc.co.uk/education/clips/zfntsbk](http://www.bbc.co.uk/education/clips/zfntsbk)

In pairs, look at the picture of the animals and plants in the pond and, based on your knowledge and discussion, can you group them into Plants, Animals that eat plants (Herbivores) and Animals that eat other animals (Carnivores), writing them in the correct column on the worksheets?

Come back together as a class and discuss. Where did you put each of them? Some of the larger animals\* eat the smaller animals that eat plants as well as the other animals in their list.

Life in a pond habitat		
Plants	Animals that eat plants (herbivores)	Animals that eat other animals (carnivores)
Water weed Water lilies Reeds Algae	Water boatman Water snail Water fleas Water lice Tadpoles Ducks	Frog* Toad* Newt* Great diving beetles* Pond skater Dragonfly nymph Stickleback
Can you name the smaller animals that are eaten by a larger animal in your carnivore list?		
Pond skater Water boatman Water fleas Water lice Tadpoles		

Show how a simple food chain is made from a need for energy. *(Plants get their energy from the sun, herbivores from the plants and carnivores from the plants and/or herbivores)*

e.g. water weed is eaten by water boatmen, which are eaten by the frog.

Discuss possible sounds that could represent the plants and animals in the table, using the pBuzz, their voices and body percussion. For example the frog could be a low, croaking-style sound on the pBuzz; the water boatman could be a low-high regular pattern on the pBuzz; the weed could be voices, swishing. Use these ideas to create a musical food chain.

Can the children work in pairs to create other food chains and work out what they might sound like and play it to the rest of the class? *(Pupils can choose one from each list to create a 3-stage food chain, or use their knowledge to realise that larger animals can eat smaller animals, creating a 4-stage food chain)*

## Key Questions

- What sort of movement does a water boatman make?
- How does a dragonfly nymph catch its prey?
- How could that be represented in sound? How do frogs move in water?
- What sort of sound could match this waving weed?

## Plenary

Ask each pair to play their food chains back to the class (or select a few pairs if you're short on time.) Discuss the sounds and what they represented. Have they put their animals in the right order?

Discuss what they have found out in the lesson and how it affects where the animals and plants live in the pond habitat. *(Why do some plants grow near or on the surface of the water? Why do some of the carnivores need to hide?)*

## Key Questions:

- Who can tell me what a herbivore/carnivore eats?
- How does a ... get its energy?
- Which animal might be at the end of the food chain? Or is there something else that might want to eat them above the water? *(Heron and birds of prey, otters, cats, foxes, etc.)*

## Assessment & Evaluation

### What to look for

Children can use the correct vocabulary to describe the animals and plants in their food chain.  
Children can describe how/where/why the animals live where they do.  
Children can think creatively to describe their animals in sound.

### How will you know if the lesson has been successful?

Can all the pupils identify the plants and animals in the pond, and describe how they move, eat and interact?  
Can most of them identify how the plants and animals get their energy?  
Can some of them correctly identify the pond animals as carnivores or herbivores and describe a simple food chain?

## Notes for Next Time

*This space is for you to reflect on the lesson and make any notes you need.*

