



Animals get food by eating

Autumn 1 · Week 7 · Lesson A · 40 minutes

Learning objective

Distinguish producers and consumers in simple green-plant food chains, read arrows from food to eater and justify a correction.

Evidence to look for

Record the pupil decision or explanation and the support used. Accept pointing, signing, adult scribing or directing the model. A photograph alone does not establish understanding; no photography or public sharing is required.

Source lesson timing

Elapsed minutes	Source stage	Minutes
0–1	Overview	1
1–5	Arrival Task	4
5–7	Today at a Glance	2
7–12	I Do 1	5
12–16	I Do 1b	4
16–22	We Do 1	6
22–26	We Do 1b	4
26–30	I Do 2	4
30–40	We Do 2	10

Split slide times are added within their original source stages. Printed tasks and adaptations replace activity within these timings; they do not add extra lesson time.

Equipment and preparation

- Original printed organism labels and loose arrow strips
- Feeding-clue cards; opaque paper cover
- Pupil record or adult scribe; native chain diagram



TEACHING SEQUENCE

Guide the lesson

Use the source stage times; choose prompts appropriate to the pupil.

Slide 1: Animals get food by eating · 1 minute

Monday P3, 11:00-11:40. This one-minute overview is included in the 40-minute lesson.

Slide 2: Start with a feeding link · 4 minutes

Supported points to grass label; standard names rabbit food; stretch proposes one feeding link. Use source examples, not a pupil's own food. No collecting or feeding animals. First idea can be uncertain.

Slide 3: Three things we will do · 2 minutes

Producer/consumer are roles in these examples. Green plants make food using light; animals obtain food from eating. Do not teach that plant roots take food from soil or that all producers must be plants.

Slide 4: Read the chain from food to eater · 5 minutes

Original native editable scientific chain. Arrows run grass → rabbit → fox. "Is eaten by" is the accessible reading. Grass is the producer in this model; rabbit and fox are consumers. The chain selects possible feeding links rather than describing everything the animals eat.

Slide 5: A reversed arrow changes meaning · 4 minutes

Use feeding clue to diagnose the source deliberate error. Ask who gets the food. Do not explain arrows as "points to what the animal eats", which reverses this convention. A pupil can physically turn a paper arrow to correct it.

Slide 6: Producer or consumer? · 3 minutes

Grass producer; rabbit and fox consumers. Do not imply fox eats only rabbits or every green plant/animal interaction is represented. At this level focus on these stated examples.



TEACHING SEQUENCE / CONTINUED

Guide the lesson - continued

Keep the source stage times; pause and check understanding as needed.

Slide 7: Try a second set of living things · 3 minutes

The green plant bearing the leaves is producer; caterpillar/robin consumers. Leaves are part of the producer plant, not a separate species. Caterpillars can eat leaves and robins can eat caterpillars. State “can” because real diets vary.

Slide 8: Cover the plant: what might change? · 4 minutes

Pupils predict without pretending a paper cover is measured ecological data. Less grass can mean less food for rabbits and indirectly affect foxes; exact changes uncertain because other foods and conditions matter. The plant starts food production in this model; sunlight is the energy source, not an edible food-chain organism.

Slide 9: Explain a consumer using because · 4 minutes

Model complete role-plus-reason statement. Green plants in model produce food using light; animals do not make food in that way. Supported learner can point from fox to consumer and feeding clue; teacher records actual meaning.

Slide 10: Put the chain the right way round · 5 minutes

Build grass → rabbit → fox and correct source reversed chain fox → rabbit → grass. “Animals make their own food” false in intended biology sense; they obtain it by eating. We are discussing biological food production, not human cooking.

Slide 11: Repair one arrow and save it · 5 minutes

Five minutes completes current ten-minute We Do 2. Every pupil may point, direct, sign or speak before teacher reveal. Keep the first and repaired arrangement or a note of reason. Do not begin Wednesday change investigation early.

**TEACHER ANSWERS**

Worked answers and expected evidence

Use after an attempt. Accept equivalent correct explanations; record support given.

1. Food-source clues

Grass producer; all named animals consumers. Plant leaves are a food source and part of the producer plant. “Can” signifies a selected feeding link, not an exclusive diet.

2. Build the first chain

Grass → rabbit → fox. Arrows show food/energy passes to eater; grass is eaten by rabbit, rabbit can be eaten by fox. Grass is producer because green parts make food using light.

3. Correct a deliberate error

Repair grass → rabbit. Rabbit is the eater receiving food/energy. Not an arrow from predator to prey or towards food eaten. A spoken/pointer correction is equivalent evidence.

4. Explain the model’s meaning

Fox consumer because it eats. Less grass may reduce available rabbit food; outcome uncertain because other food/conditions exist. Model cannot establish exact animal counts or every feeding relationship.

Misconceptions and corrections

- Arrows point to what an animal eats: here they point from food to eater.
- Plants obtain their food from soil: green plants make food using light; roots absorb water/minerals.
- A simple chain lists all foods an animal eats: it selects a few links.



Teach safely; keep the evidence

The source record identifies this conversion; it is not a claim of publication.

Safety

- Paper models only: do not collect or feed plants/animals.
- Adult cuts labels if needed; pupil may direct all movements.
- Treat changes as predictions about a model, not a claim real organisms were harmed or a field investigation performed.

Access and offline alternatives

- Point to producer/consumer and direct one arrow using a read-aloud clue.
- Build a three-organism chain and explain both arrows.
- Diagnose reversed arrows and qualify a prediction about fewer plants.
- Adult receives one real pupil observation or access request, acts on a feasible change and explains limits. A learner can pass privately.

Close and continue

Finish at 40 minutes. Keep named cards and records for Wednesday Week 7; do not start the workshop early.

Source and revision

Repository: [MattRoper1977/Lessons](https://github.com/MattRoper1977/Lessons)

Source path: [Science_Teesside/Build/SCI_B_W7_Where_Food_Comes_From.html](#)

Source file Git blob: [3d5eb9032e658d14ac5911d9031b5bc5fe6fa393](#)

Current source link (mutable): https://github.com/MattRoper1977/Lessons/blob/main/Science_Teesside/Build/SCI_B_W7_Where_Food_Comes_From.html

Document revision: 2026-09-06

Uploaded supporting sources

- White Rose Education, Year 3 Autumn Block 3 (2024), step 5 Animal diets, enriches producer/consumer discussion from the current website. Original food-chain models supply the current curriculum content; publisher media and worksheets are not copied.

Recorded conversion changes

- Original editable classroom text, scientific diagrams and pupil tasks follow the current weekly HTML, not the older retained A/B teaching version.
- White Rose uploads inform concepts and task choices; no publisher-owned slide, photograph, worksheet page or video is redistributed in these public files.
- Website animations and drag-and-drop controls become teacher-led reveals, movable paper labels and accessible spoken/drawn responses. No internet connection or video is needed.
- Autumn 1 Weeks 1-2 were baseline assessment. This is a Weeks 3-7 teaching pack, not a claim that baseline assessments or the separate Week 8 enrichment are included.