



What would happen if there were no flies?

National Curriculum link: Animals including humans Year 4, HT3

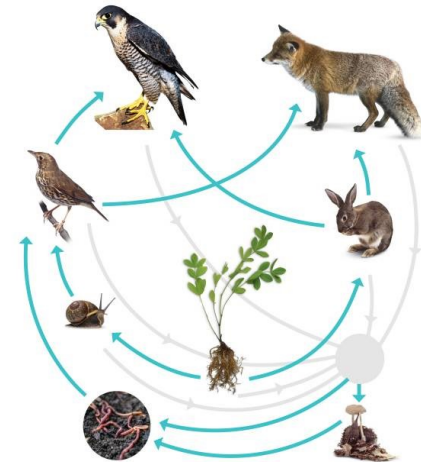


Prior knowledge (retrieval practice)

Key Vocabulary (substantive knowledge)

1	habitat	A natural home or environment of an animal or plant.
2	food chain	A series of organisms each dependent on the next as a source of food.
3	food web	A system of interlocking interdependent food chains.
4	producer	Something that makes its own food e.g. a plant.
5	consumer	Animals that get their energy by eating plants or other animals.
6	predator	A plant-eating animal is eaten by a flesh-eating animal.

9	prey	An animal that is hunted and killed by another for food.
10	herbivore	An animal that feeds on plants.
11	omnivore	An animal or person that eats a variety of food of both plant and animal origin.
12	carnivore	An animals that feeds on other animals.





What would happen if there were no flies?

National Curriculum link: Animals including humans

Year 4, HT3



Key Concepts (substantive knowledge)

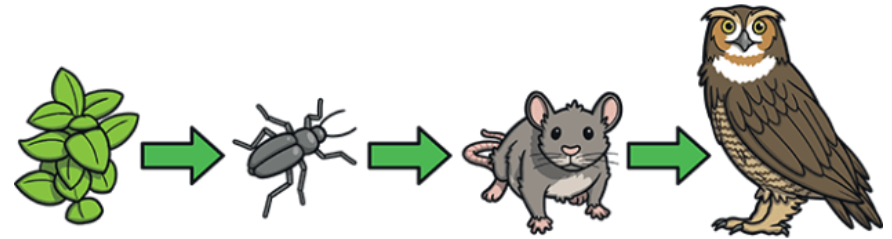
To identify that most living things live in habitats to which they are suited.

Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

Explore and compare the differences between things that are living, things that are dead and things that have never been alive.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Recognise that environments can change and that these changes can sometimes pose dangers to living things.



Working scientifically (disciplinary knowledge)

Grouping and classifying

Using secondary sources of information to answer questions

