

## Geography

Print out or look at a map of the world and identify or talk to an adult about the location and significance of the Equator, the Northern and Southern Hemispheres, lines of latitude and longitude and the Poles.

Using the world map, identify where a few endangered animals live. Use the example table, or create a table of your own, and record the information about these animals. You could find out about other endangered animals to extend your work.

## DT and Art

This year marks the 30th Anniversary of Tusk (<https://www.tusk.org>) a charity dedicated to conservation in Africa. To help them celebrate their 30th Anniversary, can you create a sculpture of an African animal they seek to protect? You will find lots of ideas on the Tusk website.

Your sculpture could be made from a material such as clay or playdough, it could be modelled from junk or wire, or it could be made from loose parts. You could extend your ideas further by creating a mini world version of the habitat that the animal lives in.

## History

Animal life in Britain has gone through many changes over thousands of years. Some of these changes are due to natural changes (such as climate) but some are due to man-made changes. Look at this Bitesize article which summarises some of this information <https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs>

The cave paintings of Lascaux provide historians with a wonderful source of evidence as to what animal life may have been like in this part of Europe thousands of years ago (see separate resource on Class Dojo). Spend some time researching which animals used to live in Britain but are now extinct. You could either turn this information into your own version of a Cave Painting such as that from Lascaux or create a report on a extinct animal, explaining the reasons why it is extinct.

## PE

Have a look at the alphabet exercise challenge posted on Class Dojo. Can you complete a workout each day spelling your name? Try timing yourself - can you improve on your time each day? Can you challenge yourself to spell a different name?

Don't forget to keep sending in clips of yourself doing the Englefield Challenge.



Year 4 and 5

Weeks beginning:  
1st June and 8th  
June

## Wellbeing and reflection

Lots of us keep pets and it is acknowledged that animals can have a positive effect on many people's lives, but what about zoos? For every person that believes zoos should be shut immediately, there is another who believes passionately that they are vital to help endangered species survive. What do you think?

Have a look at the short presentation uploaded to Dojo and try to decide if you feel strongly one way or the other.

## Music

Listen to *Peter and the Wolf* by Sergei Prokofiev. Identify the animals/characters portrayed by the music and the instruments used to help portray them. The animals/characters to identify are: Peter, duck, cat, Grandpa, wolf, birds, hunters. The instruments used to help identify them are: oboe, bassoon, French horn, timpani, strings, flutes. Try finding out a bit more about these instruments - do you know what they all look like?

If you would like to find out more about the music, look at how Walt Disney turned this into a piece of film: <https://www.youtube.com/watch?v=Va8Uz6MoKLg>

## RE

The Bible starts with the story of how God created the world, including all of the animals that live alongside us and the habitats in which they live. Do you think that we all do enough to look after creation? What can we do to help protect our planet even more thinking about endangered animals?

Write a prayer to reflect on the theme of creation which will encourage people to take more care of our planet.

## Computing

Think about an endangered animal that you have learnt about. Using Scratch, create an animation that explains how to protect one of these animals. You may want to think about:

An appropriate background  
Movement  
Speech  
Using more than one sprite

Amy G in Year 6 has made a brilliant video that explains how to download and use Scratch which you can watch to help you. It can be found here: <https://youtu.be/3o5I8chCdL8>

## Science

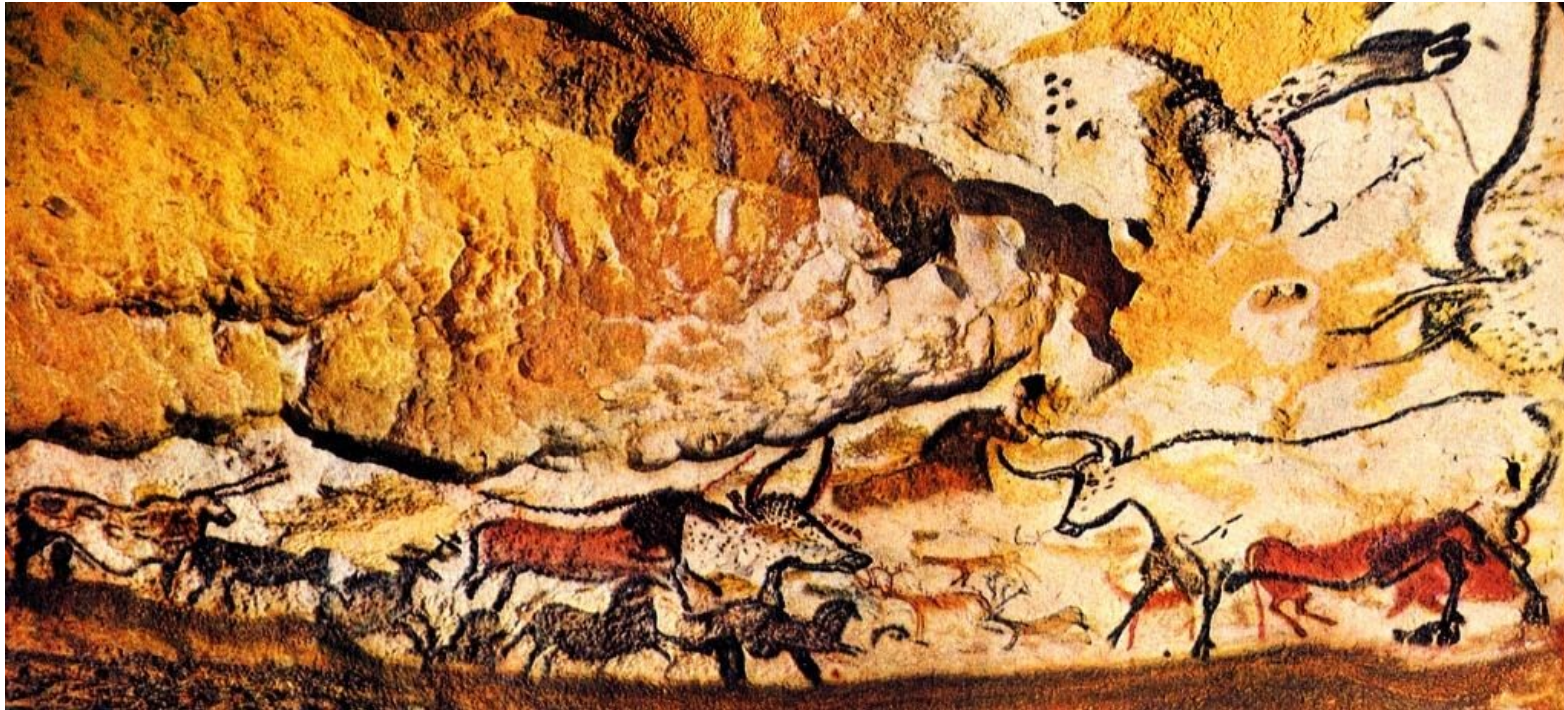
Monday 8th June is World Ocean Day. Oceans are complex ecosystems which are under threat due to pollution and rising global temperatures. Small changes can have big consequences to food chains.

Can you construct a simple oceanic food chain, identifying producers, consumers and predators? Use arrows to show which direction the energy is transferred in the food chain. When you've had a go at a simple food chain, try creating a more complex food web to include producers, primary consumers, secondary consumers and top predators.

Imagine if one part of the food chain was affected, for example by pollution or changes to a habitat. What effect would this have on the ocean ecosystem? Write a short explanation, or record a short video clip, giving details on why it may cause more damage than you first think.

<u>Animal</u>	<u>Location</u>	<u>Hemisphere</u> <u>(Northern or</u> <u>Southern)</u>	<u>Climate region</u> <u>(tropical,</u> <u>temperate or polar)</u>	<u>Biome (e.g. desert,</u> <u>rainforest,</u> <u>mountains, ocean)</u>
Polar Bear				
Tiger				
Orangutan				
Adelie Penguin				

## The cave paintings of Lascaux



The paintings, which were discovered in 1940, are thought to be approximately 20,000 years old. They consist mainly of animals which were once thought to be native to the region of Southwest France. The images are thought to have been made using minerals or by being etched into the walls. The caves contain nearly 2,000 animal figures which are made up of horses, cattle, bison, large cats, birds, bears and a rhinoceros as well as humans.