

5-7 Years

Home Learning Pack

## Where in the world?

### Objectives

- To recognise some of the continents in the world
- To recognise how animals live in places that are suited to them
- To understand how animals obtain food from plants and animals, using the idea of a simple food chain

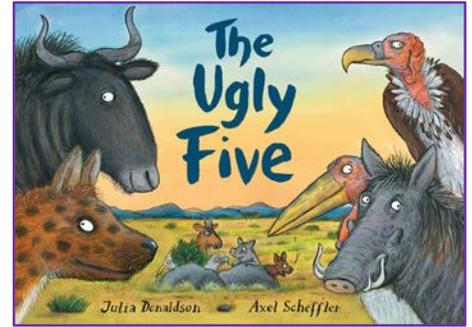
### Resources

- *The Ugly Five* by Julia Donaldson and Axel Scheffler
- A large world map, showing the seven continents (try our [Where in the World? A2 Poster](#))
- *Resource Sheet 1.1, 1.2: Animals around the world*
- *Resource Sheet 2.1 and 2.2: Make a food chain* (ideally printed on thin card)
- Four large pieces of paper labelled “The Polar Regions”, “The African Plains”, “The Desert” and “The Rainforest”
- Sticky notes
- Lolly sticks and string
- Sticky tack or plasticine

# Where in the world?

## Outcomes

- Children will be able to choose the correct setting for a given animal, explaining why that is the best place for them
- Children will be able to construct a simple food chain



## Introduction

Introduce the book to your child by sharing the front cover. Ask, where do you think this story might take place? Can you recognise any of the animals shown?

Without sharing the text, show the picture from the first page. Ask your child if they can work out where they think the story might take place. Explain that it is set in Africa. Show a map of the world (you may wish to use Scholastic's [Where in the World?](#) poster) pointing out where Africa is. Can your child name any other continents and point to where these are on the map, for example Europe or North America?

Read the story to your child, stopping to discuss any vocabulary that might be unfamiliar to them. Examples could include: ambled, ungainly, specimen, vile and grizzly.

After reading the book, turn back to each of the Ugly Five. Discuss why these animals are suited to living in the African plains – what is this habitat like and what food sources are available? Discuss the clues in the book about what the animals eat, for example:

*'At mealtimes my habitats are really quite vile;  
I much prefer food that's been dead for a while'*

Ask your child to think about where the vulture gets food that has been dead for a while. You can go on to talk about why the Ugly Five wouldn't be suited to living in other habitats around the world, for example, why wildebeest wouldn't be suited to living in the desert and why would the warthog not like to live at the North Pole?

## Main task

Give your child *Resource Sheets 1.1 and 1.2: Animals around the world* and the large pieces of paper, labelled with "The Polar Regions", "The African Plains", "The Desert" and "The Rainforest". Instruct your child to cut out each of the animals on *Resource Sheets 1.1 and 1.2* and glue the animals on the correct sheet of paper to show where they are suited to living. When they have finished, your child could write on sticky notes the reasons why they think the animals need to live in that particular place, adding these next to the animal pictures.

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### Extension

Your child can draw pictures of what each of the Ugly Five animals eat on *Resource Sheet 2.1 and 2.2: Make a food chain*. You might want to discuss some ideas first, or encourage your child to conduct some research using books and the internet first.

- **Lappet-face vultures** scavenge on carcasses of mammals such as gazelles and hares, but they also eat eggs, insects (such as locust) , and hunt live prey such as small birds (eg. flamingoes).
- **Spotted hyenas** scavenge the leftovers of bigger predators, but will also hunt mammals such as wildebeest or antelope. They also kill and eat birds, lizards, snakes, and insects.
- **Wildebeest** are herbivorous animals and graze on grasses, leaves and shoots.
- **Marabou storks** are scavengers; they eat anything from termites, flamingos and small birds to leftover scraps of mammal carcasses (with vultures and hyenas).
- **Warthogs** mainly eat grass, fruit, berries, roots and insects but they are also known to occasionally eat small mammals, birds and reptiles.

Next, your child needs to cut out the pictures of the Ugly Five animals and their drawings of what they eat from the *Resource Sheet 2.1 and 2.2*. Demonstrate how to make a hole in each of the cut outs by placing a blob of sticky tack or plasticine underneath and pressing down on the card with a sharp pencil.

Give your child two lolly sticks and five pieces of string. The two lolly sticks should be glued together to form a cross. Two pictures should then be threaded onto piece of string (one Ugly Five animal and their diet should be on each string). Four strings should then be tied to each tip of the lolly sticks, and the fifth string can be tied to the middle of the cross, creating an Ugly Five food chain mobile.

# Where in the world?

## Resource Sheet 1.1: Animals around the world

Do you know where in the world these animals live?



**Lion**



**Spider monkey**



**Polar bear**



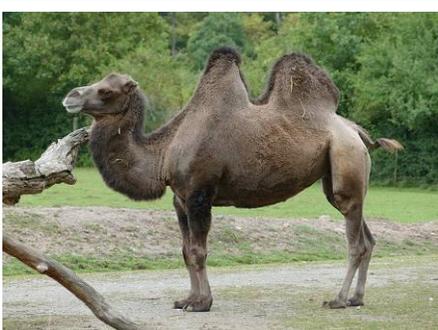
**Wildebeest**



**Emperor penguin**



**Spotted hyena**



**Camel**



**Lappet-faced vulture**



**Macaw parrot**

# Where in the world?

## Resource Sheet 1.2: Animals around the world

Do you know where in the world these animals live?



**Warthog**



**Anaconda snake**



**Rhinoceros**



**Sloth**



**Desert fox**



**Desert iguana**



**Seal**



**Giraffe**



**Killer whale**

# Where in the world?

## Resource Sheet 2.1: Make a food chain

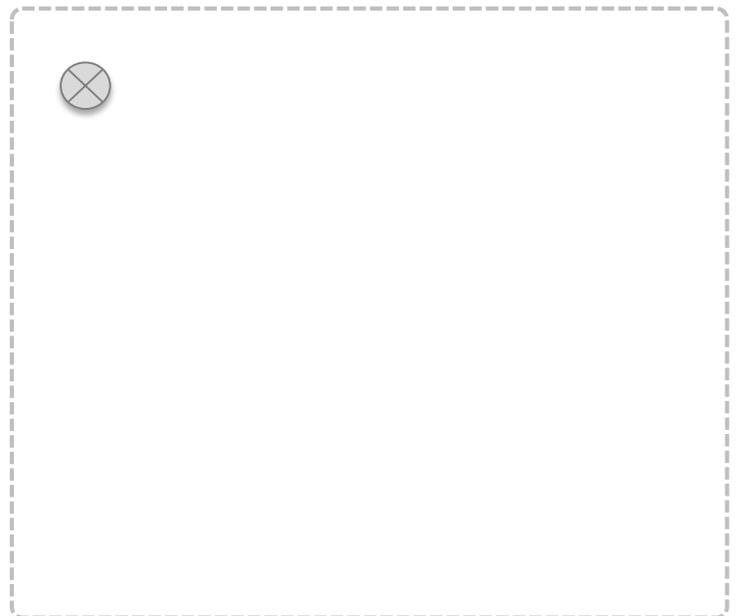
In the blank boxes, draw a picture of what each of the Ugly Five animals eat and then cut them out to make your food chain mobile.



## Where in the world?

### Resource Sheet 2.2: Make a food chain

In the blank boxes, draw a picture of what each of the Ugly Five animals eat and then cut them out to make your food chain mobile.



# Where in the world

## Curriculum links

### KS1 English: Pupils should be taught to:

#### Reading

- develop pleasure in reading, motivation to read, vocabulary, and understanding
- discuss and clarify the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to
- predict what might happen on the basis of what has been read so far

### KS1 Geography: Pupils should be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

### KS1 Science: Pupils should be taught to:

#### Living things and their habitats

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- 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