



What's going on this week?

There's good news coming from Africa. After huge conservation efforts, the number of critically endangered black rhinoceroses is slowly increasing, according to the latest figures released by the International Union for Conservation of Nature (IUCN). The numbers show that the population has grown at a rate of 2.5% per year over the past six years. The species is still in danger; susceptible to poaching and a changing habitat due to the changing climate. Yet, the population growth provides hope that efforts put into saving the species are paying off.

Main question:

Whose job is it to protect animals in the wild?

Listen, think, share

- Look at this week's poster and talk about the animal we can see. Does anyone know what it is? Tell the children that it is a black rhino. It was announced last week that the numbers of the animal are increasing! However, black rhinos are still classed as critically endangered (which means they are at a high risk of extinction).
- Discuss the difference between animals kept in our care or at zoos and animals who live freely in the wild. Explain that animals kept in zoos or in our homes are completely reliant on us, animals in the wild generally take care of themselves. Explain that wildlife conservation is about protecting the area where the animals or wildlife live (the habitat). Talk about how this is different from caring for our own animals.
- Watch this week's useful video (link found overleaf), which provides information about the black rhino. Talk about the facts. Which did you find the most interesting?
- Read through the assembly resource, which provides information about wildlife conservation and examples of what we can do in support.
- Talk about the habitat around where you live, or close by. Is there any wildlife there? Do you know where your closest nature reserve is? Are there birds, insects or are there bigger animals? Can you think of anything you could do to help protect wildlife?

Reflection

We are very lucky to share our world with many fascinating creatures! There will be times when some of these need protection. We can all play a part in helping to protect our wildlife.



KS1 Focus

Question:

What are our favourite animals?

Listen, think, share

- Explain that there are many different types of animal in our world. Record a list of as many animals as you can think of!
- Look at resource 1, which gives examples of some of the different types of animal we might find. Read through the information and see if you can think of more examples that would fit into each group.
- Go back to the list you created at the beginning. Sort the animals into groups. You could use the groups found on resource 1 or create your own e.g. lives in the wild/doesn't live in the wild, can fly/can't fly.
- Discuss your favourite animal or animals! Why is it your favourite? Is it because of the way it looks? Is it because of what it does and how it behaves? Is it because of the way it makes you feel?
- Thinking about your favourite animal, do you know its habitat (where it lives)? Do you know what it likes to eat?
- Using the groups of animals found on resource 1, where would your favourite animal fit? Are the animals you like best mainly mammals or insects etc?
- Do you think everybody will have the same favourite animal? Why do you think this? Are there any animals you don't like?

Reflection

There are so many different types of animal in our world. We can choose which ones we like best but must remember to show respect to all of them, even if we don't like them so much!



KS2 Focus

Question:

What do we know about the black rhino?

Listen, think, share

- Look at this week's picture. Describe the black rhino. What is its skin like? What words could you use to describe its horns, lips, eyes, ears etc?
- Think about what you already know about black rhinos and any questions you have about them.
- Read through the information found on resource 2, which tells us more about black rhinos. Does any of the information surprise you? Is there anything else you still want to find out?
- Explain that although numbers of the black rhino are slowly increasing, it is still classified as a critically endangered species. How does that make you feel?
- One of the reasons the black rhino became endangered was because it was hunted for its horn. It was used for medicines and as decorative, carved dagger handles. What do you think about this? There is still demand for the black rhinos horn meaning it is still hunted. This is illegal and we call it poaching.
- The other cause is a loss of habitat. Land has been cleared for agriculture, leaving less area for black rhinos to feed and roam.
- Do you think humans are responsible for the black rhino becoming critically endangered? People are trying to ensure the black rhino does not become extinct through conservation efforts. Do you think this is enough? Do you think we, as humans, can learn from this?

Reflection

The black rhino is critically endangered. As humans, we can learn from our actions in the past and try to ensure we protect animals in the future.



KS2 Follow-up Ideas

Option 1: Create your own wild animal! Think about the following:

- What is your animal called?
- What is its habitat?
- How is it adapted to its habitat?
- What is its diet?
- Can you describe its behaviour?
- What is its weight and height?
- How long does it live?

Either create a fact file or an informative text about your animal. Make sure you include a picture!

Option 2: Design and make your own 3D model of an animal. Think about the following:

- What animal will you create?
- What materials will you need? E.g. an empty cereal box, kitchen roll tube, tin foil, old sweet wrappers.
- What equipment will you need? E.g. scissors, glue, cellotape, paint brushes, crayons?
- How will you join your materials?
- Will you decorate your model? What will you use to do this?

If you need some inspiration search 'junk model animals' online.

Challenge - once you have completed your model, can you record an evaluation?



KS1 Follow-up Ideas

Option 1: Split a piece of paper in half. On one side draw a picture of an animal you really like and on the other side, draw one you are not so keen on! For each animal, complete the following:

- What animal is it?
- Can you describe it?
- Do you know anything about it e.g. where it lives, what it eats?
- Which group from resource 1 does it fit into?
- Why do/don't you like it?

You could record some of the information discussed above with your picture using words and sentences.

Option 2: Animal watch! Sit quietly by your window and look outside.

- Can you see any animals?
- Do you know its name?
- What is it doing?

Keep a record of anything you see by drawing a picture or you could even keep a tally of how many animals you spot. Think about:

- Are the animals pets or do they live in the wild?
- Have you seen any birds or insects?

Challenge – are there any spiders in your home? Can you find out which group a spider belongs to? Clue – it is not an insect!



This Week's Useful Websites

[This week's news story](#)

<https://bit.ly/33Temsz>



This Week's Useful Videos

[Black Rhino Factfile](#)

https://youtu.be/ST_83Hkrbk4



****NEW**** [This week's Virtual Assembly](#)

www.vimeo.com/channels/picturenews

This Week's Useful Vocabulary

Conservation – saving and protecting the environment and wildlife.

Critically – to an extreme degree. A critical situation is very serious and dangerous.

Population – the total number of people or animals in a particular area

Protect – to prevent someone or something from being harmed or damaged.

Reliant – dependent on someone or something.

Susceptible – likely to be harmed or affected by something.