

# Activity 6: Dinosaur dinners

---

Sort and match dinosaur diets and learn about how different diets are classified as carnivore, herbivore and omnivore.

## Learning outcomes

---

Children will:

- learn that dinosaurs had different diets
- learn or test existing understanding of the words carnivore, herbivore and omnivore
- match dietary terms to different food materials to demonstrate understanding of what is part of different diets

## Resources required

---

Provided in the Natural History Museum package:

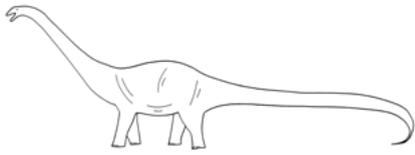
- word and picture cards

Provided by school:

- printing – enough for pair, small group or individual activity

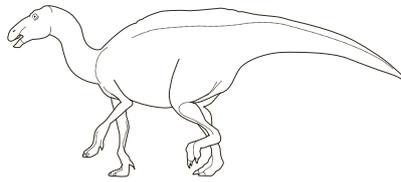
Please remember to print the cards on one side only.

# Activity 6: Dinosaur dinners



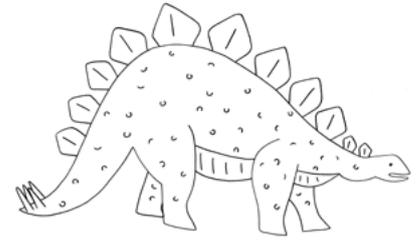
## **Diplodocus**

Ate plants: probably leaves from trees, mostly tree ferns and conifers.



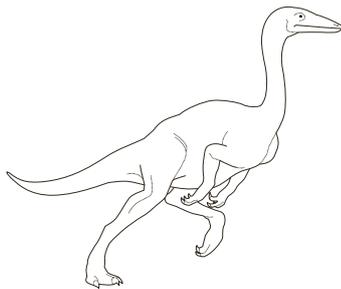
## **Iguanodon**

Ate plants: probably ginkgo, tree fern, conifers and horsetails.



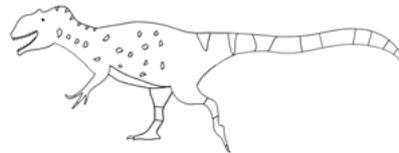
## **Stegosaurus**

Ate plants: horsetails, mosses, tree fern and ginkgos.



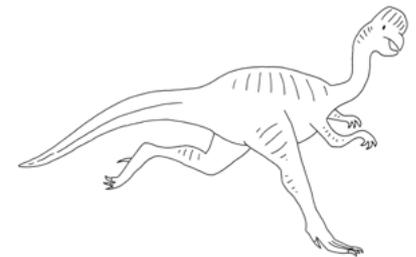
## **Coelophysis**

Preyed on insects and small lizards.



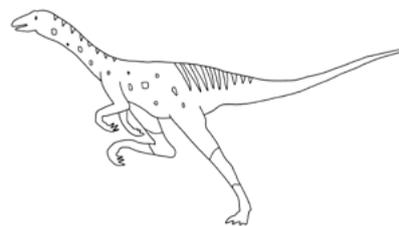
## **Allosaurus**

Preyed on other dinosaurs, including *Diplodocus*.



## **Oviraptor**

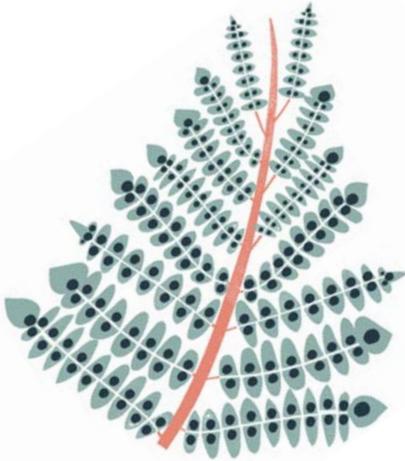
Ate low plants, small lizards and possibly eggs.



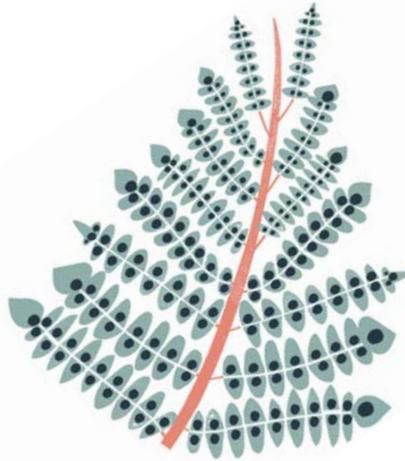
## **Ornithomimus**

Ate insects, crustaceans, fruits, eggs, leaves, lizards and small mammals.

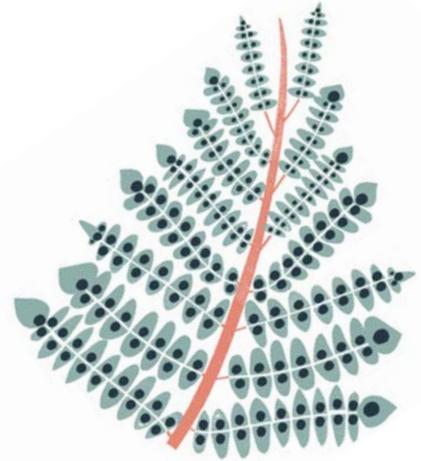
# Activity 6: Dinosaur dinners



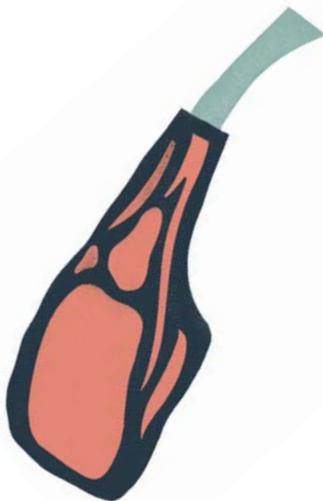
**Herbivore**



**Herbivore**



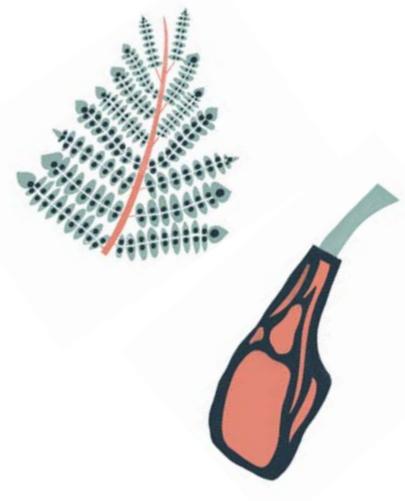
**Herbivore**



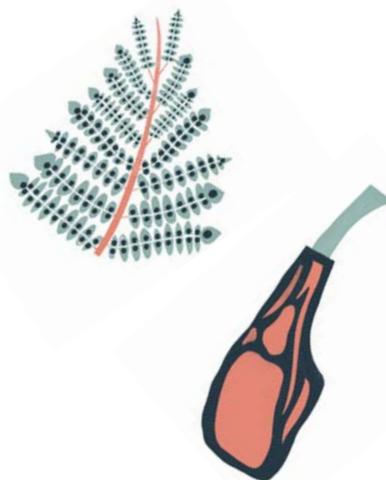
**Carnivore**



**Carnivore**



**Omnivore**



**Omnivore**



# Activity 6: Teacher notes

Use this activity to introduce or reinforce understanding of the terms carnivore, omnivore and herbivore.

Tell the children that clues about dinosaur diet come from their teeth. Without seeing a living animal, palaeontologists (scientists who study dinosaurs) can use clues from fossilised bones, teeth and body shape to work out how an animal behaved by comparing these fossilised features with those of living animals.

Challenge children to use the cards to sort diets into carnivore, omnivore and herbivore.

You could look at pictures of the whole dinosaur for each example and look for other clues about feeding and behaviour such as claws, long necks, powerful limbs for running and feathered forelimbs for gliding or flight.

You could adapt this idea to investigate birds by looking at pictures in books or online. Modern birds don't have teeth, but the shape of their beak and skull is adapted to their diet and feeding. This links well to Activity 7.

## English curriculum links (Key Stage 1)

### Science

#### Year 1: Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals that are carnivores, herbivores and omnivores

#### Year 2: Animals, including humans

Pupils should be taught to:

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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

## Northern Irish curriculum links (Foundation Phase and Key Stage 1)

### The world around us

#### Interdependence

Pupils should be enabled to explore:

- how plants and animals rely on each other within the natural world
- interdependence of people, plants, animals and place

#### Place

Pupils should be enabled to explore:

- how place influences plant and animal life
- ways in which living things depend on and adapt to their environment

## Scottish curriculum links (Early and First)

### Sciences: Experiences and outcomes

#### Planet Earth: Biodiversity and interdependence

I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. **SCN 1-01a**

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.

**SCN 1-02a**

## Welsh curriculum links (Foundation Phase)

### Knowledge and understanding of the world: Range

#### Myself and other living things

Children should be given opportunities to:

- observe differences between animals and plants, different animals, and different plants in order to group them

