

Activity 14: Walk like a dinosaur – herding dinosaurs

Follow instructions movement and dance activity working as a group.

Learning outcomes

Children will:

- learn that *Diplodocus* walked on four legs
- work sensibly as part of a group being aware of personal space and body movement
- listen carefully to cues and followed instructions while having fun
- enjoy being imaginative and playing a game

Resources required

Provided in the Natural History Museum package:

- film clip of a *Diplodocus* moving

Provided by school:

- suitable space



Activity 14: Teacher notes

After watching the clip of a *Diplodocus* walking, discuss how it walks and how we walk. What are the similarities and differences?

Ask the children to stand like Dippy on four legs. Imagine having a long tail and a long neck, big heavy feet and a huge heavy body.

Encourage them to add movement, remembering the animation shows the dinosaur moving very slowly, and acting out how a four-legged animal would walk.

Play *Herding Dinosaurs*, a follow-the-leader game, in a hall or suitable outdoor space. Set an imaginary habitat scene then give a series of movement and directional instructions as the herd of *Diplodocus* make a journey to a pool on a hot day. Issue warnings about low branches, hills to climb, rivers to cross, predators to avoid or defend young from and tall trees to nibble.

- You could make *Diplodocus* feet from Activity 13 to inspire movement and to help the children get into character.
- You could change the dynamic of this activity by being two-legged dinosaurs hunting in a group – they would make more darting movements and stop and start. This could be adapted into a playground game like *Grandmother's Footsteps*.
- You could add music as a cue for quicker and slower movements or different activities.
- You could add in a dinosaur doze – a short quiet time when all the dinosaurs lie down and go to sleep.

English curriculum links (Key Stage 1)

Mathematics

Year 1: Geometry: Position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.
- pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.
- pupils make whole, half, quarter and three-quarter turns in both directions

Year 2: Geometry: Position and direction

Pupils should be taught to:

- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

Physical education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- perform dances using simple movement patterns





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

Foundation: Physical development and movement

Pupils should be enabled to:

- listen to and follow simple instructions/rules
- take part in warm-up and cool-down activities
- experiment with different ways of moving and exploring personal and general space
- develop confidence, imagination and some understanding of safety through participating in a range of movement activities
- develop body awareness through varying body movements in relation to shape, levels, pathways (straight/curved), directions, speed
- play/create/modify simple games
- listen and respond to a range of stimuli
- explore, refine and improve simple movements
- create, practise, improve and perform simple movement sequences which have a clear beginning, middle and end
- use a range of movement vocabulary to discuss actions
- observe, describe and copy what others have done

Key Stage 1: Physical education

Scottish curriculum links (Early and First)

Expressive arts: Experiences and outcomes: Dance

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-08a

Health and wellbeing across learning: Responsibilities of all: Experiences and outcomes

Physical activity and sport

I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. **HWB 0-25a**

Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. **HWB 1-25a**

Numeracy and mathematics: Experiences and outcomes

Shape, position and movement: Angle, symmetry and transformation

In movement, games, and using technology I can use simple directions and describe positions. **MTH 0-17a**

I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.

MTH 1-17a

Welsh curriculum links (Foundation Phase)

Knowledge and understanding of the world: Range

Myself and other living things

Children should be given opportunities to:

- learn about the senses that humans and other animals have and use to enable them to be aware of the world around them

Mathematical development

Using measuring skills

- area and volume, angle and position

