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
Dippy on Tour – Resources for ages 4–7

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