DINOSAURS IN THE WILD

Science pre-visit lesson
Creature card sort

40 minutes **KS2**

Introduction

This lesson is to be completed before your visit to Dinosaurs in the Wild. It serves as an introduction and taster to get your pupils inspired for the big day, as it will help familiarise them with the different creatures they will encounter and some of their key characteristics.

Curriculum links

Science

All: Working Scientifically.

Y3: Nutrition; movement.

Y4: Grouping animals; food chains.

Y6: Classification of living things; animal adaptations

Learning objectives

- Learn about different ways we can group animals based on their physical characteristics.
- Learn about the different animals that pupils will see during their visit.

Resources required

- Activity Sheet: Chronotex creature pictures *(Images and names of all 12 animals featured at Dinosaurs in the Wild).*
- Scissors.

Delivery notes

1. Introduce Dinosaurs in the Wild to pupils and explain that there are many types of animal that they are going to encounter during their visit.

2. Arrange pupils into teams of two to four. Distribute a copy of **Activity Sheet: Chronotex creature pictures** to each group and practise reading the names of the animals. Ask them to cut out the animal pictures.

3. Ask pupils to sort the animals into groups in any way they can. This should be done without teachers providing any information initially, as it will help establish how much pupils know already.

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4 Have a class discussion about grouping choices. Are there different types of groupings? Why are some groupings easier to make than others?

5 Introduce one way of grouping the animals, e.g. land-based and water-based. Ask teams to sort the animals into these groups, then as a class discuss the key characteristics for each grouping. How can we tell which animals are land-based or water-based without seeing them in their habitats? (All of the animals are land-based except for *Prognathodon*.)

6 Repeat this with the categories below, each time discussing the observable features which help us to group the animals.

a) Movement (swim/walk/fly) (*Prognathodon* could swim and *Quetzalcoatlus* could fly and walk; the other animals could walk).

b) Herbivore/carnivore (groupings below).

c) Dinosaurs/non-dinosaurs (dinosaurs are land-based reptiles, while non-dinosaurs include mammals and reptiles that swim and fly). (All dinosaurs except for *Quetzalcoatlus*, *Prognathodon* and *Didelphodon*.)

Herbivore	*Carnivore*
Alamosaurus	*Tyrannosaurus rex (T. rex)*
Ankylosaurus	*Dakotaraptor*
Thescelosaurus	*Acheroraptor*
Pachycephalosaurus	*Quetzalcoatlus*
Leptoceratops	*Prognathodon*
Triceratops	*Didelphodon*

7 Choose two or three of the species and ask the pupils about how each animal is adapted to its environment and what purpose its features (such as claws, fur or a long neck) might serve. Pupils can also speculate on the creature's diet and what type of food chains might exist. One way to do this is for pupils to make simple sketches of the animals, adding labels for adaptations and their function.

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Support

Pupils needing help with the initial grouping activity could be given a prompt list of ideas for ways in which to group the animals (e.g. number of legs, size, body covering, wings/no wings). It may also help to have cards with the animals' names spelt phonetically.

Challenge

High-ability pupils can be challenged to speculate based on observable features, and make further groupings based on factors which might not be immediately obvious, such as diet, predators and prey, defence strategies or highly developed senses. String could also be used to create a Venn diagram and pupils could be challenged to find groupings which overlap.

Extension ideas

- Pupils could create their own creature based on an environment/brief given to them, e.g. an animal that can run fast, eat meat and climb trees.
- Pupils could also make a chart summarising the groupings they have agreed upon. One way to do this would be to make a key, giving each animal a number and then writing down the relevant numbers for each category, such as land-based animals and water-based animals.