

TOPIC PACKS · GRADES 1–4

# Dinosaurs!

A cross-curricular themed week

## Suggested timetable

Day	Subject	Activity
Monday	Science	Herbivore vs carnivore — classifying dinosaurs
Tuesday	English	'A Day in the Life' of a dinosaur — descriptive writing
Wednesday	Maths & History	The dinosaur timeline — millions of years on a strip
Thursday	Art	Drawing dinosaurs from skeleton to skin
Friday	History	Be a palaeontologist — fossil dig and identification

## Day 1 — Dinosaur fact file

Dinosaur	Diet	Size	When
Tyrannosaurus rex	Carnivore	12m long, 4m tall	68 million years ago
Triceratops	Herbivore	9m long, 3m tall	68 million years ago
Stegosaurus	Herbivore	9m long, 4m tall	150 million years ago
Velociraptor	Carnivore	2m long, 0.5m tall	75 million years ago
Brachiosaurus	Herbivore	26m long, 13m tall	150 million years ago



Dinosaur	Diet	Size	When
Diplodocus	Herbivore	27m long, 4m tall	152 million years ago
Spinosaurus	Carnivore (fish-eater)	15m long	95 million years ago

## Day 1 sorting activity

Print the fact-file or display it. Children sort dinosaurs into: HERBIVORES (plant-eaters), CARNIVORES (meat-eaters), and OMNIVORES (both). Then sort by size — smallest to largest. Discuss: Why were the herbivores often bigger than the carnivores? (To reach high leaves, and to be too big to attack.)

## Day 2 — English (60 min)

WRITING TASK: Write a story called 'A Day in the Life of a [chosen dinosaur]'. Children pick a dinosaur and write the day from its point of view. MUST INCLUDE: First-person voice, what it ate, where it lived, an encounter with another dinosaur, what the world looked, sounded and smelled like. STARTERS: 'I lumbered out of my nest as the sun rose...' or 'My nostrils caught the scent of fresh meat in the distance...'

## Day 3 — Maths & History (45 min)

TIMELINE STRIP: Roll out a long strip of paper across the classroom (5–10 metres). One end is 250 million years ago, the other end is now. Mark the three dinosaur eras: • Triassic (250–200 million years ago) • Jurassic (200–145 million years ago) • Cretaceous (145–66 million years ago) Then mark today, then mark when humans first appeared (300,000 years ago). Children walk along the timeline. The end-of-strip moment when they realise humans are a tiny dot at the very end is unforgettable.

## Day 4 — Art (60 min)

DRAWING FROM THE INSIDE OUT. Show children a T. rex skeleton. Discuss the bones — long tail for balance, huge skull, tiny arms. Then children: 1. Draw the skeleton lightly in pencil. 2. Add muscle on top of the bones. 3. Add skin and colour on top of the muscle. This is how palaeontologists work — from bones outward. The drawings end up much more anatomically convincing than just drawing the outside.

## Day 5 — History (60 min)

FOSSIL DIG. Fill a sand tray (or a builder's tray with sand) with 'fossils' — plastic dinosaur bones, shells, leaves pressed into clay. Children take turns being palaeontologists. They: 1.



Excavate carefully with brushes. 2. Record where they found each item on a grid. 3. Photograph or sketch their finds. 4. Try to identify what dinosaur each fossil came from. **DISCUSSION:** Why do we record exactly where each bone was found? (Because position tells us how the dinosaur died, what it ate, and how big it was.)

### **Vocabulary to use throughout the week**

Palaeontologist (someone who studies fossils), fossil (preserved remains of a living thing), extinct (no longer alive on Earth), prehistoric (before written history), herbivore, carnivore, omnivore, era, period, predator, prey.

