

PARENT NOTES

Number: Formulae

Can you outrun a dinosaur?

At A Glance:

- ✓ Mathematics - Upper Key Stage 3 & Key Stage 4
- ✓ National Curriculum 2014
- ✓ Promotes understanding of processes using formulae
- ✓ Practises skills relating to statistical data
- ✓ Post-visit activity with local on-site option

What's Involved?

This resource enables students to use mathematical skills and processes to work out the average speed of their group and to compare this with the hypothetical speed of a dinosaur found on the Isle of Wight.

Students will be using measurement, formulae and number skills. This is designed to be a fun hands-on resource that engages with mathematics to find the solution to an exciting question.



"I don't have any formula. I just work with my heart, putting in a lot of hard work."

- Ranbir Kapoor

FOLLOW-UP ACTIVITY



About this activity

This is a fun curriculum-based mathematics resource that enables students to practise their solving of formulae and their understanding of how to collate and present data, whilst drawing conclusions from statistics and interpreting their answer to an overall question.

The skills required to undertake the task are core to curriculum areas within mathematics. All link to the 2014 National Curriculum and, in Scotland, Curriculum for Excellence. The resource is aimed at high ability upper key stage 3 students and key stage 4 students with medium to high ability in mathematics.

The resource links to dinosaurs found on the Isle of Wight specifically, ensuring relevance on the visit for students whilst ensuring the wider curricular relevance is maintained.

Questions have been chosen because they link directly with the key curriculum areas.

Questions & Answers

What is the task?

- ▶ This is a museum-linked task that enables students to practise several mathematical processes in order to discover whether the group could outrun a dinosaur from the Isle of Wight.
- ▶ The task can either be undertaken on the local beach immediately after their visit, or back in the classroom environment.

How does this link to my child's learning?

- ▶ Questions have been chosen because they link directly with the key skills required for mathematics in key stages 3 and 4.

What will they learn?

- ▶ Students will be able to demonstrate their ability to understand the process of collating the required information at each stage and presenting their calculations and reasoning.
- ▶ They will work together to find a solution to the question.

How does this enrich study undertaken in school?

- ▶ Students will enhance their understanding of the key processes involved in this calculation by using a real-life albeit hypothetical dinosaur encounter situation.

What do they need to have done in preparation?

- It is expected that this will compound learning already undertaken at key stages 2 and 3 so no specific preparation is required.

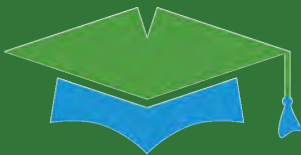
What skills do they need to demonstrate?

- Practising measuring skills
- Summarising, collating, presenting and interpreting data
- Drawing conclusions from their results
- Applying formulae to a hypothetical dinosaur encounter

Helpful Resources

Encourage your child to research Dinosaur Isle and the dinosaurs **before** their visit

This activity was compiled by **Education Destination** in conjunction with Dinosaur Isle. We help students of all ages and abilities to experience excellent curriculum based learning opportunities at many Island venues and attractions.



edudest.info

Dinosaur Isle will engage, inspire and excite visitors of all ages. This highly regarded museum is visited regularly by school and universities and offers exceptional learning opportunities across the curriculum



www.dinosaurisle.com

For further reading about Dinosaur Isle and dinosaurs, **wikipedia** offers excellent articles, including onward links to a range of related content. This would serve as an ideal introduction for learners prior to their visit, and is suitable for ages 7 upwards.



wikipedia.org

What follow-up tasks are there?

- There are opportunities for further work on mathematical problems relating to the dinosaurs, perhaps researching some statistical data relating to extinction or years of existence, plotted into various charts or timelines.

Is there any scope for future learning at Dinosaur Isle?

Yes. There are many other subjects and tasks developed for later key stages and for subsequent visits. There is much to be learned here!



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