

## Prime Area: Personal, Social and Emotional development (PSED)

- Discussing thoughts and feelings about being a dinosaur
- Looking at the features of a dinosaur; discussing why they should clean their teeth
- Talking about dinosaurs not existing anymore and what their feelings and thoughts about them are
- Dinosaur circle time: ask each child to tell the rest of the group what they like/dislike about dinosaurs.
- Talking about what dinosaurs eat; link to healthy choices in our lifestyles

## Prime Area: Communication and Language (CL)

- Circle time activities; sharing thoughts, feelings and ideas
- Children to bring in Family Boxes to share with class (to be put on display)
- Daily story sessions relating to dinosaurs to encourage increasing attention and recall
- Making dinosaur puppets for children to tell stories to.
- Looking at and discussing pictures of dinosaurs.
- Singing rhymes about dinosaur to develop understanding of rhyme, alliteration etc.
- Talking about the differences between dinosaurs
- Thinking about sequence of events in stories and saying what happened in the beginning, middle and end.
- Using the iPad to record myself talking.

## Prime Area: Physical Development (PD)

- Sensory play and exploration using dinosaurs
- PD session-balancing, travelling, moving like a dinosaur; stomping feet etc.
- Encouraging children to use tools purposefully to develop fine motor skills; making dinosaur collages/junk modelling/dinosaur eggs papier mache etc.
- Creating a dinosaur dance, paying particular focus on street dancing moves this will encourage space awareness and encourage me to talk about my actions
- Making dinosaur cookies
- Finger gym activities

## Literacy (L)

- Phase 2 phonics – incl. oral blending
- Literacy rich environment with written and printed words everywhere
- Role playing dinosaur museums; exploring
- Dinosaur phonics – initial sounds of dinosaur names; using sounds to write names for labels



# Spring 1 Planned Activities



## Dinosaurs



## Expressive Arts & Design (EAD)

- Singing – building up a repertoire of songs about dinosaurs
- Collage, papier mache eggs etc. – developing fine motor
- Small world; imagining dinosaur worlds
- Dressing up/role play; being archeologists
- Dancing and movement games like dinosaurs

## Environment/Resources

- Listening and responsive adults
- Organisation inside and out of workshop areas
- Resources accessible and labelled
- Providing appropriate support and differentiation for children with HA, LA, SEND, or EAL

## Assessment

Narrative observations; photographs; labels; next steps

## Understanding the World (UW)

- Finding out about dinosaurs; books; internet; videos etc.
- Looking at the features of the dinosaur and compare to what they look like.
- Labelling and drawing dinosaurs.

## Mathematics (M)

- Counting sets of dinosaurs.
- Creating 2d shape picture of dinosaurs
- Dinosaur matching game of numbers to pictures
- Singing rhymes about dinosaurs related to maths
- I will talk about, compare and order dinosaurs according to size and weight. Sort dinosaurs according to different criteria
- I will make a dinosaur number line with dinosaurs with my class.

## Characteristics of Effective Learning (CoEL)

### Playing & Exploring:

Encourage children to 'have a go' and explore their new environment

### Active learning:

Encourage children to learn together and from each other  
Encourage children to persist with an activity even when it is challenging

### Creating & Thinking Critically:

Encourage open ended thinking  
Model being a thinker, showing that you don't always know