

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

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and adults (MR30 - 50);

Can select and use activities and resources with help; confident to talk to other children when playing (SC&SA30 - 50);

Can take turns and share resources; knows that some actions and words can hurt others' feelings (MF&B30 - 50).

- Group time: talk, listen, ask questions, contribute own feelings and ideas. What would it be like to be a dinosaur?
- Turn taking with limited equipment - playdough, paintbrushes, bikes, balls.
- Features of a dinosaur - why should dinosaurs clean their teeth?

## Prime Area: Communication and Language (CL)

Is able to follow directions; listens to others one to one or in small groups; focusing attention (L&A30 - 50);

Shows understanding of prepositions by carrying out an action or selecting correct picture;

Beginning to understand 'why' and 'how' questions. (U30 - 50);

Uses a range of tenses; Builds up vocabulary that reflects the breadth of their experiences; (S30 - 50)

- Develop imaginative talk in role play, small world play and puppet play.
- Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.
- "Let's talk about it" picture in nursery.
- Engage children with display words and pictures of dinosaurs
- Dinosaur trail small world (prepositional language);

## Prime Area: Physical Development (PD)

Moves freely and with pleasure and confidence in a range of ways; mounts climbing equipment using alternate feet (M&H30 - 50);

Uses scissors and other one-handed tools and equipment; Can copy some letters e.g. letters from their own name. (M&H30 - 50).

Observes the effects of activity on their bodies; understands that equipment and tools have to be used safely (H&SC30 - 50);

- Children to imagine they are dinosaurs going over and under equipment;
- Children encouraged to balance on a variety of equipment;
- Children to join in with dinosaur dances;
- Make a flap book about their favourite dinosaur;
- Make dinosaur cookies;
- Make playdough dinosaurs/ salt dough dinosaur fossils
- Make a dinosaur map

## Specific Area: Literacy (L)

Beginning to be aware of the way stories are structured; Suggests how the story might end; Describes main story settings, events and principal characters (R30 - 50);

Sometimes gives meaning to marks as they draw and paint; Ascribes meanings to marks that they see in different places (W30 - 50);

- Small group story time (dinosaur themed)
- Environmental print walk
- Encouraged to write their names on all work
- Dinosaur mark making
- Dinosaur story telling - making our own dinosaur stories and recording them



## Specific Area: Expressive Arts & Design (EAD)

Beginning to be interested in and describe the texture of things; enjoys joining in with dancing and ring games; sings a few familiar songs; realises tools can be used for a purpose (EMM30 - 50);

Engages in imaginative role-play based on own first hand experiences; builds stories around toys; uses available resources to create props to support role-play (BI30 - 50);

- Dinosaur fossil dig
- Dinosaur skin printing
- Making dinosaur bones/cookies/fossils
- Small world play - dinosaur dig/dinosaur swamp
- Dinosaur dances

## Specific Area: Understanding the World (UW)

Recognises and describes special times or events for family or friends; Shows interest in different occupations and ways of life (P&C30 - 50).

Can talk about some of the things they have observed such as plants, animals, natural and found objects; Developing an understanding of growth, decay and changes over time (W30 - 50);

Knows the information can be retrieved from computers (T30 - 50);

- Use of google/youtube to learn more about dinosaurs
- Role of the palaeontologist (Andy's dinosaur adventures on CBeebies)
- Role play - dinosaur dig/museum
- What happened to dinosaurs

## Specific Area: Mathematics (M)

Compares groups of objects, saying when they have the same number; shows an interest in representing number; shows an interest in number problems; shows an interest in numerals in the environment (N30 - 50)

Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements; uses shapes appropriately for tasks (SSM30 - 50)

- Local walk - number hunt
- Local walk - shape hunt
- Dinosaur pictures using 2D shapes
- Dinosaur junk modelling
- Sorting dinosaur bones by size - length, whether they have wings, tails, meat eaters/plant eaters etc
- How many dinosaurs can we fit in a ...?
- Count sets of dinosaurs