

Once there was a dinosaur

(Tune: *twinkle, twinkle little star*)

Once there was a dinosaur



And all he did was roar and roar;

He roared high and he roared low;

He roared fast and he roared slow.

Once there was a dinosaur

And all he did was roar and roar!

10 little dinosaurs

(Youtube: 10 little dinosaurs kids songs super simple songs)

1 little, 2 little, 3 little dinosaurs,

4 little, 5 little, 6 little dinosaurs.

7 little, 8 little, 9 little dinosaurs

10 little dinosaur babies.



5 dinosaurs went out to play

(To the tune of '5 little ducks')

One dinosaur went out to play

On a bright and sunny day,

He had such ENORMOUS fun

That he called for another dinosaur to come.

(call loudly) DI-NO-SAUR!

(chant while patting hands on laps) Thump! Thump! Thump! Thump!

(repeat for 2 dinosaurs, 3, 4, 5 etc)

(after 5 dinosaurs verse)

Then they heard their mother say

DINNER!



I'd like to be a dinosaur

(To the tune of 'Mary had a little lamb')

I'd like to be a dinosaur, dinosaur,
dinosaur.

And if I was a dinosaur,

I would be a _____. (child has a
turn naming which dinosaur they
would like to be)

The Pteranodon's wings (To the tune of 'The Wheels on the Bus')

The Pteranodon's wings went flap, flap, flap,

Flap, flap, flap

Flap, flap, flap,

The Pteranodon's wings went flap, flap, flap,

All around the swamp.

The Triceratops horns went poke, poke, poke....

The Brontosaurus went munch, munch, munch...

The Stegosaurus tail went spike, spike, spike...

The Tyrannosaurus Rex went GRRR, GRRR, GRRR...

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).

feelings and ideas. What would it be like to be a dinosaur?

paintbrushes, bikes, balls.

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)

to books, topics, routines, events etc.

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);

equipment;

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 makes that they see in different places (W30 - 50);

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);

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);

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