

Linked to:

Understanding the World; The Natural World; Past and Present

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
<b>Session A</b> The past is everything that has already happened.	<p><b>Teacher-led input:</b> Introduce this unit by explaining we will be learning about life on earth a long, long time ago. Draw a simple horizontal line on the board and put a picture of the class on the right-hand side of the line. Explain this line is going to show us time. We are here now right at the end of the line. This is now, we call this the present. We don't know what comes after now, because it hasn't happened yet! This is called the future. We can predict or guess (e.g. we know nursery will finish at 3pm and we will probably go home for our tea), but we don't know exactly what might happen in the future. Everything that has already happened is called the past. Put a picture of a baby on the timeline a short distance from the present. Explain that in the past, you were all babies. A long time before that I was a baby! Link back to learning about Horses &amp; Carts and Steam Trains in the previous unit. Place a picture of these on the timeline. Explain that a long, long time ago, before people lived on earth, amazing creatures called dinosaurs lived. Explain that people who study the past have different names for different times, one period of time children might have heard of is 'Jurassic'. The Jurassic period was around 200 million years ago!</p> <p><b>Teacher-led activity:</b> Show children some pictures from the past and present. Discuss how to order them on a timeline. Model the thinking and reasoning when decision making, e.g. I can see this picture is of a house, but houses now don't look the same, so it must be from the past. I know there weren't houses around when the dinosaurs were alive, so it's not a long, long time ago, so I will put it here.</p>	Children will know that many things happened in the past, or 'a long time ago'.
<b>Vocabulary</b> Past, present, future, timeline, a long time ago, Jurassic		Children will develop a sense of chronology, adding to their understanding as they work through the unit.
<b>Session B</b> Dinosaurs lived a very, very long time ago.	<p><b>Teacher-led input:</b> Reconnect to previous learning from session A. What is the past? Sort some pictures of dinosaurs and people into 'past' and 'present'. Explain that we will be learning about dinosaurs. Encourage children to talk to the person next to them about what they know already about dinosaurs. Tell children that dinosaurs lived a very long time ago, millions of years ago and all dinosaurs lived on land. Explain that there were living things in the sky and sea at this time, but they have different names (we will learn those soon). Show children some dinosaurs such as T-Rex, Stegosaurus, Diplodocus and Velociraptor. Talk about their appearance naming features such as claws, teeth, neck, tail. Explain that dinosaurs lived for a long, long time and some dinosaurs never met! Stegosaurus lived many, many years before T-Rex. Show a map of the world and explain that scientists know that dinosaurs lived on all the continents. Emphasize that we only know about dinosaurs because scientists have found clues about them, like their bones. Dinosaurs lived a very, very long time ago and they are not alive now.</p> <p><b>Teacher-led activity:</b> Model how to use a non-fiction text to find out about dinosaurs. Show how we don't need to read every page from the start, like we do in a fiction book. Pick a question such as, 'what did dinosaurs eat?' Show how to use the contents page to find which section to turn to. If children are ready, also show index and model how to use it.</p>	Children will know that a long time ago, dinosaurs lived, but they are no longer alive.
<b>Adult led activity</b>	Dinosaur craft activity focusing on fine motor skills e.g. paper plate brontosaurus, playdough dinos, dino masks, decorate a dino with printed dinosaurs and children can collage, place coloured pom poms on with tweezers, or use as a playdough mat. Adult to model use of scissors, glue, tweezers etc	Children focus on their fine motor skills while talking about dinosaurs.
<b>Texts</b>	Dinosaur A to Z: An Amazing Dinosaur Parade by Dustin Growick If I had a Dinosaur by Gabbby Dawnay	Harry and the Dinosaurs (series) by Ian Whybrow Dinosaur Roar by Henrietta Stickland
<b>Additional Provision</b>	Dinosaur habitat tuff tray using sticks, stones, moss, soil and a small 'lake' using a shallow dish filled with water, Ten Little Dinosaurs song played on iPads or sound buttons for children to listen and singalong to, recording dinosaur sounds on sound buttons, dinosaur obstacle course in the outside classroom, measuring dinosaurs with cubes and Cuisenaire Rods	

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<b>Session A</b>  Tyrannosaurus Rex lived a long time ago.  <b>Vocabulary</b>  Tyrannosaurus Rex, jaws, teeth, arms, back legs, tail, claws, skin, carnivore, triceratops, hunt	<p><b>Teacher-led input:</b> Ask children, 'When were dinosaurs alive?'. Reconnect to previous learning; dinosaurs lived a long, long time ago. Explain that we are going to learn more about Tyrannosaurus Rex today. We know about T-Rex because scientists have found T-Rex bones and footprints. Show a picture of a T-Rex skeleton. Explain that we don't know what colour a T-Rex was, but we know what shape it was. Talk about its shape, its short front arms and its large jaws. Explain scientists have found T-Rex teeth in other dinosaur bones, so we know it tried to eat other dinosaurs! It was a carnivore. This means it ate meat. Scientists think that T-Rex didn't need to use its arms as it had such a strong jaw. Label a picture of a T-Rex with simple labels such as tail, claws, feet, arms etc.</p> <p><b>Teacher-led activity:</b> Make dinosaur puppets; using whatever materials you have available to you, make a dinosaur puppet and encourage children to think about what the dinosaur might do. Discuss how the dinosaur might look for food, how it might behave, how it might move etc. This activity can be continued in Session B to give children enough time to make and use their puppets.</p>	<p>Children will recognise Tyrannosaurus as a dinosaur, they may be able to describe it.</p> <p>Some children are beginning to use adventurous vocabulary to describe dinosaurs.</p>
<b>Session B</b>  Stegosaurus lived a long, long time before T-Rex.  <b>Vocabulary</b>  Head, neck, plates, spikes, (thagomizer), herbivore, moss, ferns, conifer, defend	<p><b>Teacher-led input:</b> Reconnect to previous learning; I think a T-Rex swam in the sea and ate seaweed. Do you agree? Clarify any misconceptions. Tell children they've thought a lot about T-Rex, but a long long time before T-Rex, dinosaurs called Stegosaurus roamed the land. Put T-Rex and Stegosaurus on a 'time line' showing Stegosaurus lived before T-Rex. Scientists think stegosaurus did not eat meat, but ate plants, we call this a herbivore (children will learn more about herbivores in KS1 and KS2). Show a picture of a stegosaurus, explain that a stegosaurus had a short neck, and short legs, so scientists think it must have eaten bushes and plants that grew low down. Point out the spikes on the stegosaurus' tail. Explain this is called a thagomizer, it was probably used to defend the stegosaurus if it was attacked. Label a picture of a stegosaurus with simple labels such as tail, feet, neck, head, plates, spikes.</p> <p><b>Teacher-led activity:</b> Continue to make puppets, if children are finished, they can work together to make a 'puppet show' or present their puppets, explaining what they are and what they know about dinosaurs.</p>	<p>Children will recognise Stegosaurus as a dinosaur, they may be able to describe it.</p> <p>Some children will be able to explain that stegosaurs lived a long time before T-Rex.</p>
<b>Adult led activity</b>	<p>Using some toy dinosaurs, investigate their measurements, ask a question such as 'Do the tallest dinosaurs have the biggest feet?' 'Measuring' dinosaurs and recording their height on paper on a clipboard, children could use rulers or tape measures, or string, or they could make prints of the dinosaur feet to use for comparison. The idea of this activity is to encourage children to compare, contrast, order things and start to think about how we answer big questions.</p>	<p>Children look at shape and pattern whilst using fine motor skills.</p>
<b>Texts</b>	<p>Non-fiction texts about dinosaurs          Never show a T-Rex a book by Rashimi Sirdeshpande          Never Teach a Stegosaurus to do Sums by Rashimi Sirdeshpande</p>	<p>The T-Rex Who Lost His Specs! By Jeanne Willis          Big Picture Book Dinosaurs by Laura Cowan</p>
<b>Additional Provision</b>	<p>Continue the dinosaur habitat tuff tray but add different materials to represent bushes and plants that a stegosaurus might eat or swamps etc, dinosaur chant pre-recorded on sound buttons, t-rex painting with sponges/stencils, create a stegosaurus dinner with different craft materials, favourite dinosaur tally chart, t-rex/stegosaurus fact book or poster</p>	

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<b>Session A</b> Palaeontologists are scientists who study life on earth a long, long time ago. <b>Vocabulary</b> Palaeontologists, study, earth, life, past, scientist, Museum claws, skin, carnivore, triceratops, hunt	<b>Teacher-led input:</b> What do we know about dinosaurs? Model sentence structure for responses based on the language needs of your children, e.g. 'I know that...' Explain that people who study life on earth a long, long time ago are called paleontologists. If possible show a short video clip of a paleontologist talking about a discovery. Explain that sometimes paleontologists work in museums where they look closely at dinosaur bones. Explain that we don't have whole dinosaurs left, as they lived so long ago that any skin or muscles would have rotted away (pitch this accordingly bearing in mind the sensitivities of the children you teach- some love gore but others don't!) So after many years, there are only dinosaur bones left for paleontologists to study. Show children a magnifying glass, or an age-appropriate microscope if you have one, and explain that paleontologists look closely at dinosaur bones to find out about them. <b>Teacher-led activity:</b> Using magnifying glasses, look closely at things from the natural world. Whilst children are doing this explain that scientists might look closely for patterns, or interesting shapes. Model how to use the magnifying glass correctly to make something appear bigger.	Children will know that some people look really closely at dinosaur bones. Some children will be able to explain that scientists, called palaeontologists, study dinosaurs. Children will experience using a magnifying glass to look closely at things from the natural world.
<b>Session B</b> Fossils help scientists to learn about life a long, long time ago. <b>Vocabulary</b> Fossils, past, scientists, long time, museum, bones, ammonite	<b>Teacher-led input:</b> Remind children that paleontologists are people who look closely at dinosaur bones. They do this to find out what dinosaurs were like a long time ago. Explain that sometimes people find clues in the ground about life a long time ago. Show children a picture, or a model of an ammonite. Explain that fossils are sometimes the remains of a living thing, or sometimes a print of where a living thing once was, they could be fossils of plants or animals. (This will be built upon in Year 3 when children study rocks and fossils) When paleontologists find a fossil they might ask, what animal or plant was this? Where did this creature live? What could the creature do? Did it have arms and legs, did it swim? Be clear that a fossil is not alive now, but that the living thing that made it lived a long time ago. <b>Teacher-led activity:</b> Explain how a fossil could be made in simple terms, using a sand tray explain that when a dinosaur died, its bones might get covered in sand or soil and stay there for a very long time. Explain that sometimes the actual bones are not there, but a print of them gets left behind, show how this would work using playdough or salt dough. Using a toy leaf or tree from a dinosaur set, print onto the dough and show the impression of the leaf so children can see that even though the living thing may be gone, we can sometimes see their shape in rocks.	Children will know that fossils tell us about life a long time ago. Children will know that the living things that created fossils (plants or animals) are not alive anymore.
<b>Adult led activity</b>	Think about this question; 'Are all fossils the same shape?' Printing ammonite or dinosaur shapes into playdough, clay or salt dough to create fossils whilst discussing the sorts of questions a paleontologist might ask. Model thinking process, e.g. 'Oh I wonder what this could be, I'll look closely with my magnifying glass. It doesn't have legs, it doesn't have arms. I think definitely couldn't walk.'	Children have time to think about what palaeontologists do.
<b>Texts</b>	Dinosaur Bones by Bob Barner The Girl and the Dinosaur by Hollie Hughes The Dinosaur Department Store by Richard Merritt	Dinosaurs and all that rubbish by Michael Foreman Dinosaurs - Usborne Beginners by Stephanie Turnbull
<b>Additional Provision</b>	Paleontologist laboratory or dinosaur museum role play area, create fossils from salt dough & small world dinosaurs or plants etc, dinosaur hunting in the sand tray with magnifying glasses & tweezers, measuring and comparing dinosaur footprints and bones, dinosaur footprint pattern making by dipping small world dinosaurs into paint, dinosaur labelling with initial sounds or sticking labels with glue/blue tack/Velcro, create their own 'That's Not My Dinosaur/Footprint' book based on the 'That's Not My -' series by drawing/tracing different dinosaur footprints.	

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<b>Session A</b> Pterosaurs were flying reptiles. <b>Vocabulary</b> Pterosaur, Pterodactyl, Pteranodon, Quetzalcoatlus, Triassic, carnivores, extinct	<b>Teacher-led input:</b> Link back to what children already know about dinosaurs. Where did they live (on land), what did they eat? (some ate plants, some ate other dinosaurs). Now some people think that some dinosaurs could fly, but we are scientists in nursery and we want to make sure we know the right answers! There were creatures who could fly a long, long time ago, but they were not dinosaurs, they were called Pterosaurs. Orally rehearse the word 'pterosaur'. The word 'ptero' comes from the Greek language from a long time ago and it means wings. We know 'saur' means lizard, so when we put these two words together we know they mean 'wing lizard'. (Children will learn much more about words and their origins in KS1 and KS2) Explain that some Pterosaurs were as small as our forearms, where as some were as big as aeroplanes! Pterosaurs ate fish and small animals that they caught with their claws and sharp teeth. Pterosaurs were not the same as dinosaurs, but they were related, a bit like a cousin. Show some images. <b>Teacher-led activity:</b> Sorting activity; flying creatures then and now. Have some pictures of birds and pterosaurs to sort whilst discussing their features. Explain that pterosaurs are related to birds and bats. If you have toy pterosaurs ask children to look closely at their wings. Explain we don't have pterosaurs today because they are extinct; this means all of them died and none are alive now .	Children know that at the time of dinosaurs, some creatures flew in the air.  Some children might know that flying creatures who lived at the time of the dinosaurs are called pterosaurs.
<b>Session B</b> Plesiosaurs were reptiles that lived in water. <b>Vocabulary</b> Plesiosaur, flippers, reptiles, lakes, sea, river, breathe, Mary Anning.	<b>Teacher-led input:</b> Link back to session A. A long time ago, dinosaurs and pterosaurs lived on Earth. What was the big difference between them? Explain that we will learn about some more creatures that lived on earth a long time ago. We are becoming experts! Show a picture of a plesiosaur. Explain that plesiosaurs lived in water, in the sea, lakes and rivers. They could breathe air, so they would come up to the surface for air. Instead of legs and feet, they had four huge flippers that helped them to swim. Tell children the story of Mary Anning. Locate Lyme Regis on a map of England. Explain that Mary Anning loved looking for fossils on the beach with her Father. He taught her how to find and clean fossils. Mary found a plesiosaur (remind children they lived in water) and a few years later she found a pterosaur (remind children they could fly). <b>Teacher-led activity:</b> Create a paper pterosaur glider; templates are available on the internet. Talk about the wing size and shape and how their feet tuck up underneath them whilst in flight.	Children know that at the time of dinosaurs, some creatures swam in the sea  Some children might know that swimming creatures who lived at the time of the dinosaurs are called plesiosaurs.
<b>Adult led activity</b>	Children could work together to paint/draw/collage a scene with a plesiosaur and a pterosaur. They can think about the question 'Were all living things dinosaurs a long time ago?' Discussing that there were lots of different living things a long time ago including plesiosaurs, pterosaurs and plants.	Children use fine motor skills and imaginative play
<b>Texts</b>	Dinosaur Lady: The Daring Discoveries of Mary Anning, The First Paleontologist by Linda Skeers Dinosaur Roar! By Henrietta Strickland	The Song of the Dinosaurs: A Prehistoric Peek-Through Book by Patricia Hegarty Silly Dizzy Dinosaur by Jack Tickle
<b>Additional Provision</b>	Plesiosaurs/pterosaurs habitat collage with different craft materials, plesiosaur water tray, puppet show with puppets made in teacher led activities or small world figures, feather measuring/comparing/ordering, exploring maps and atlases of Lime Regis with magnifying glasses and clipboards, beach tuff tray with fossils. .	

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<b>Session A</b> We can learn about dinosaurs from books, tv programmes, websites and from museums. <b>Vocabulary</b> Museum, website, non-fiction, contents, title, information.	<b>Teacher-led input:</b> If possible, arrange a visitor, online speaker, or museum visit for this last week of the unit. Reconnect to all previous learning from this unit; show children some images (or have models) of dinosaurs and ask them what they know about them. Look for children being able to describe dinosaurs, pterosaurs or plesiosaurs. Explain that if we ever want to know more about dinosaurs, we can look in books, watch tv programmes, look at websites or go to museums. Some of the children may have watched Andy's Dinosaur Adventures on CBeebies. Discuss how Andy works in a museum where people visit to learn about dinosaurs. Model how we can read a non-fiction book again, look at the contents page and discuss how a non-fiction book is not a story, but it has lots of interesting information. Emphasise that we know adults study dinosaurs (paleontologists), so we've learned a lot, but there is so much more to learn! <b>Teacher-led activity:</b> Create a dinosaur fact file. This can be a little book made of folded A4 paper that children work on individually, a floor book or a large poster children work on together, choose a way that works for your children. You might want to support children with their emergent writing to 'write' some dinosaur names, you might want children to draw some dinosaurs. Children could use their fine motor skills to select, cut and stick pictures for their fact file. Provide the scaffolds and challenges that work for your children.	Children know where they can learn more about dinosaurs, e.g. books, tv, websites, museums. Children know there is so much to learn about dinosaurs.
<b>Session B</b> We can teach people what we know about dinosaurs! <b>Vocabulary</b> Fact file, information	<b>Teacher-led input:</b> This session is designed for nursery children to 'show what they know' about dinosaurs. This could be something that you invite the parents and carers to watch, or something you record. It could be something that other children from the setting or school come to watch. Or on a smaller scale, it could be an opportunity for a child to speak in front of other children about what they know. Choose what works for your context, showing children that they have learned and remembered interesting things about dinosaurs and they can share what they know with others. You might want to scaffold and support children by using the Knowledge Organiser, or any of the outcomes they've produced this half term as a prompt. <b>Teacher-led activity:</b> Continue to work on the fact file/floor book/poster and take short video clips of the children talking about what they know about dinosaurs.	Children can talk about what they have learned. Children can tell their peers or others something interesting about dinosaurs.
<b>Adult led activity</b>	Sing the dinosaur chant from earlier in the unit, or any other dinosaur songs you know. Use props and puppets for the children to play with and join in any actions.	Children are remembering and performing songs and rhymes
<b>Texts</b>	Dinosaur Mazes by Sam Smith Stop That Dinosaur! By Alex English	Curious Kids: Age of the Dinosaurs by Jonny Marx Rumble, Rumble, Dinosaur by Katrina Charman
<b>Additional Provision</b>	Dinosaur documentary role play area where children can present what they know about dinosaurs, dinosaur mask making with paper plates and different craft materials, dinosaur fact books, dinosaur posters to show what they have learnt, recording dinosaur facts on sound buttons for friends to listen to, dinosaur sports day where they can measure and record which dinosaur jumped the furthest or ran the fastest using what they have learnt.	