

Lesson Plans

TINYSAURUS



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Based upon Early Years Learning Targets (Nursery/Reception) and working towards Level 1 of the National Curriculum Attainment targets (Year 1) for Key Stage 1

NB. Most of these lesson ideas offer cross-curricular activities but are headed according to each individual area of learning.

DRAMA / PHYSICAL EDUCATION

- ∞ Children to initially 'talk' about the types of things that Tinysaurus does to try and become bigger (jumping up and down, stretching, walking on tree trunks) and then act out his movements. For example, jumping high, stretching arms to make themselves tall, wobbling/balancing across something.
- ∞ Follow on with bean bags on head (to be the nest). Pretend they are Tinysaurus as the Nastysaurus is chasing him. Make suggestions to encourage their movements - would the Nastysaurus be slower than Tinysaurus because he is bigger/heavier?
Or would Tinysaurus be slower because he is small?
- ∞ Talk about his movements - how would you *wade* through the plippy ploppy water hole? *Drag* your feet through the sludgy, squelchy swamp? *Run* through the swishy, swashy grassland . . . would it tickle you? *Run fast* on tip toes up the ooh-ouch mountain . . . would it burn you?
- ∞ Finish by talking about how Tinysaurus felt about disobeying his parents – worried/sad. How did they feel? Glad to see him safe/proud that he had saved the eggs. Why weren't they angry? He was a hero. How did Tinysaurus feel when the eggs hatched? (Perhaps proud/grown up etc.) Relate to their own family life – who has got big/little brothers and sisters? Etc.

(English 1: Speaking & Listening 1ade, 2bcef, 4abc, 8cd, 9b, 10abc, 11abc)

Knowledge, skills and understanding

Children will learn to identify and respond to sound patterns in language (plippy ploppy etc.)

They will work in role, share ideas and experiences, use language and actions to explore and convey situations, characters and emotions.

(Physical Education: 1ab, 2ab, 3abc, 6ad, 8bc)

Knowledge, skills and understanding

Children will explore basic movements and ideas, repeat simple actions with increased control, i.e. ways of travelling, balancing, jumping. They will perform sequences that show contrasts in direction, level and speed.

Music

- ∞ Children to explore (and make) various instruments (including their own voices) to recreate the noises of each area that Tinysaurus goes through – i.e. triangle/ tambourine – to create water in plippy ploppy water-hole, maracas or self made instrument of dried peas/rice in a tub – to create grass in swishy swashy grassland, etc.

Follow on discussion/learning:-

- ∞ What would the Nastysaurus's footprints sound like? Heavy, thudding – i.e. drum beat
- ∞ What would Tinysaurus's footprints sound like? Light, padding – i.e. tinkling of a triangle

(Music: 1abc, 2ab, 3ab, 4cd,)

Knowledge, skills and understanding

Children will play tuned and untuned instruments. Explore, choose, and organise sounds. Explore how sounds can be made in different ways. They will experiment with pitch, duration, tempo, timbre and dynamics by recreating sounds.

ENGLISH

Speaking & Listening

- ∞ *Discussion of Tinysaurus's behaviour:*

Should he have run with the eggs even though he knew he was not allowed to go to those places? Was he brave? Naughty? Clever? Silly? What would you have done?

- ∞ Discuss language used to describe his movements (as in P.E./Drama lesson)
- ∞ Discuss language used to describe the noises made in each area (as in Music lesson)
- ∞ Discuss how each family member can be identified – i.e. Mum wears flower necklace, sister wears shell necklace, each dinosaur differs in colour/spots.

(English 1: Speaking & Listening 1acdef, 2abcdef, 3abcde, 4ab, 8cd, 9ab, 10abc)

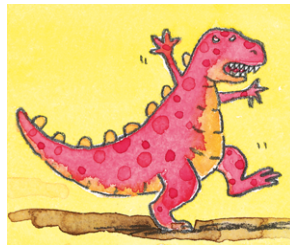
Knowledge, skills and understanding

Children will take turns in speaking, extend their ideas in the light of discussion, give reasons for opinions and actions. They will remember specific points that interest them, make relevant comments and listen to others' reactions.

Writing

- ∞ Design a 'wanted poster' for the 'Police-o-sauruses', to help them find the Nastysaurus, for example:

WANTED - NASTYSAURUS



FOR - trying to steal eggs
LAST SEEN - stuck in a hole

- ∞ Design a 'Readosaurus' bookmark
For example: THIS IS WHERE I STOPPED TO RRRRRRREST!

(English 3: Writing 1abcdef, 2ab, 4abcde, 7a, 9abcd, 12)

Knowledge, skills and understanding

Children will write to communicate to others, to organise and explain information, in a range of forms. They will compose their own captions and messages, plan and review their writing and include relevant detail.

Art/Display

- ∞ Design your own dinosaur/dinosaur eggs (both on paper and/or with plasticine/modelling clay) How would you recognise your dinosaur? What makes him stand out/different to others? (consider colour/markings etc.)
- ∞ Make a 'Classosaurus' display.
Each child makes their own 'namesake' dinosaur that shows/represents an aspect of their own looks/personality. Remember to include a 'Teacherosaurus!'

(This could be simplified to a 'Colourosaurus' display for Nursery/Reception – to reinforce colours, i.e. a Greenosaurus, Redosaurus etc)

**These activities can be differentiated according to age/ability of the children.*

(Art and Design: 1ab, 2abc, 4ab, 5a)

Knowledge, skills and understanding

Children will use a wide range of materials to represent observations and ideas. They will explore 'story' as a starting point for practical work. They will develop an awareness of colour, pattern and texture.