

Dinosaurs

This month's poster has been designed as four separate A4 sheets for you to cut out and laminate

Activities to support the Early Years Foundation Stage framework

Personal, Social and Emotional Development

- Explore the dinosaur images together and encourage children to talk about what they like or dislike about each one. Do they have a favourite? Can they say why?
- Invite children to imagine that they live in the time when these dinosaurs roamed the earth. How would they feel if they came face to face with a dinosaur? What would they do? (Allay any fears by emphasising that there are no dinosaurs alive today.)

Communication, Language and Literacy

- Draw attention to the names of the dinosaurs on the cards and read them together. Invite children to repeat each name several times, clapping the syllables to create a rhythm.
- Focus on the initial letter sounds of the names. Which two names start with the same sound? Do any of the children's names start with the same letter? Now look at the end of each name. Which two end with the sound 'saurus'? Can the children think of any other dinosaur names that end this way?

Problem Solving, Reasoning and Numeracy

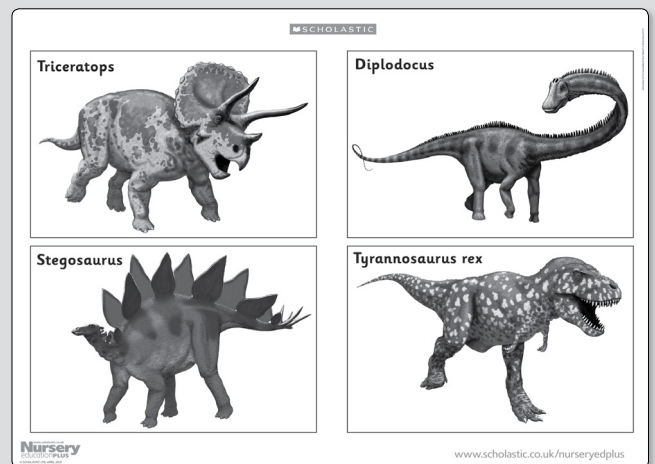
- Ask children to observe the dinosaurs in detail. Do they think they have rough or smooth skin? Do they notice any patterns? Talk about how the bony plates on the stegosaurus are arranged in alternate lines. Try drawing or printing these patterns.
- Arrange four hoops on the carpet and put a poster card in each one. Put another hoop alongside with a card labelled 'others'. Provide children with a bucket of small world dinosaurs to sort into the correct hoops.

Knowledge and Understanding of the World

- Explore the dinosaurs together and then point to one of them and invite children to think of words to describe key features. Start by giving examples yourself, such as 'tiny head', 'sharp teeth', 'three horns' or 'frilled neck'.
- Explain that some dinosaurs were plant eaters and others ate meat. Look at the dinosaurs together and ask children which one they think ate meat. Can they say why? Explore books and websites for further information.

Physical Development

- Ask children to demonstrate the way they imagine each dinosaur might move, for example, making their arms seem tiny by holding them close to their bodies and then moving with heavy strides to resemble the Tyrannosaurus.
- Invite children to look at the dinosaurs and choose their favourite. Supply them with clay to create a model of their favourite using the card for reference.



How to use the poster

Cut out each dinosaur and laminate it to create an A4 card. Create an interactive display by dividing a low board backed in green paper into four using ribbon and display a dinosaur in the centre of each one. Attach children's drawings of dinosaurs around each card. Print out captions relating to features, such as 'three horns', 'spiked tail', 'sharp pointed teeth', and arrange in the remaining spaces. Place four shallow containers containing sand in front of the display along with a bucket of small world model dinosaurs to encourage sorting and matching. Leave books, magnifying glasses and mark-making materials on a nearby table. Encourage children to explore the display and resources.

Display the laminated cards in different play areas, for example, mark-making, small world and creative areas, to motivate child-initiated ideas.

Creative Development

- Explain that no-one can be sure what colour dinosaurs were. Discuss the artist's choice of colours for the dinosaurs on the cards and invite children to paint their own versions. Will they choose colours that would have camouflaged the dinosaurs in their environment or select bright bold colours that would scare other dinosaurs. Will they be one colour or several? Have patterned skin or plain?
- Read some of the *Harry and the Dinosaurs* stories by Ian Whybrow. Do any of Harry's dinosaurs look like the ones illustrated on the cards? As you read the stories, use the cards to hold against the pictures in the book to encourage the children to make comparisons.

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