

	Week 1 What is a dinosaur?	Week 2 Dinosaur features and habitats	Week 3 Dinosaur Discovery and fossils	Week 4 Dinosaur movement and senses	Week 5 Extinction and remembering dinosaurs	Week 6 Dinosaur creativity and expression
Learning Outcomes	Develop an understanding of what dinosaurs are by observing images, models, and stories, and describing their key features using newly learned vocabulary. Use descriptive language to compare and contrast dinosaur sizes and appearances through hands-on sorting and movement activities. Engage in storytelling and rhyming texts by sequencing events from the story and acting out movements, deepening comprehension and physical expression.	Develop an understanding of dinosaur features by labelling diagrams, exploring non-fiction texts, and describing the physical characteristics that made each species unique. Use comparative language to describe and sort dinosaur habitats by looking at environmental clues and matching them to appropriate settings like forests, swamps, and volcanoes. Engage in collaborative investigation by creating habitat models, handling natural materials, and drawing conclusions about where dinosaurs lived based on physical features and known facts.	Develop an understanding of how fossils tell us about prehistoric life by engaging in fossil hunts, handling models, and discussing how bones help us learn about dinosaurs. Explore the story of Mary Anning through storytelling and drama, identifying her contributions and developing empathy for her curiosity and perseverance. Sequence events in a timeline using language related to the past and present, and demonstrate an understanding of how palaeontologists use clues to learn about history.	Explore how different dinosaurs moved by acting out movements, using descriptive language to match motion to size and species. Develop an understanding of the five senses by relating them to how dinosaurs may have explored their environment, using imaginative play and sensory activities. Investigate concepts of size and scale by comparing footprints, using string to measure length, and recording differences between dinosaur types.	Develop an understanding of extinction by engaging in role-play and storytelling, using language related to the past and change. Make connections between extinction and environmental care by creating posters and sculptures that show how we can protect today's animals and habitats. Reflect on learning about dinosaurs by contributing to a collaborative memory wall, using drawing, writing, and verbal storytelling to share what they've discovered.	Use artistic techniques and materials to represent dinosaurs, building confidence in creative expression and design. Develop communication skills by talking about dinosaur favourites, describing features and ideas through drawing and model making. Engage in imaginative storytelling and expressive arts to consolidate and reflect on their dinosaur learning.
Key Vocab Inc. 10 Books Tier 2	Dinosaur, roar, big, small, claws, teeth, tail, stomp, herbivore, carnivore Stomp, Dinosaur, Stomp Guzzle, glide, plodding,	Scales, spikes, wings, swamp, volcano, forest, habitat, environment, extinct, fossil There's a T-Rex in town incredible, gulp, crushing	Fossil, bones, palaeontologist, excavation, discover, Mary Anning, clues, past, timeline The girl and the dinosaur Tattered, breeze, summit	Stomp, run, fly, swim, see, hear, smell, strong, fast, loud The Hugasauras Wonder, squabbling, wisely	Extinct, protect, remember, environment, change, pollution, care, earth, planet, future Harry and the Bucketful of Dinosaurs Softly, junk, property	Create, design, model, draw, describe, share, imagine, sculpture, collage, explore
Key Questions	What are dinosaurs? What did they look like?	Where did dinosaurs live? How were they different?	What are fossils? Who discovered them?	How did dinosaurs move? What senses did they use?	Why are dinosaurs extinct? How can we remember and protect animals today?	How can we express what we know about dinosaurs creatively? What do we remember most about our learning?
Activities	Dinosaur sorting – Sort dinosaurs by size and diet (e.g., big/small, herbivore/carnivore) using toys or cards. Story sequencing – Retell the story using picture cards to help with sequencing. Playdough footprints – Use toy dinosaurs to make and compare prints in playdough.	Habitat design – Build model dinosaur homes using natural materials like leaves and stones. Label a dinosaur – Identify and label dinosaur body parts on a large diagram. Fossil art – Make fossil rubbings and impressions using salt dough and crayons. Small world habitat – Set up dinosaur play scenes in	Fossil museum – Display salt dough fossils with name labels for others to view. Excavation trays – Use brushes to uncover 'fossils' hidden in sand. Timeline work – Order dinosaur-related events using words like past and present. Story role play – Act out scenes from <i>The Girl and the Dinosaur</i> with simple props.	Dinosaur movement exploration – Move like different dinosaurs and talk about how they might move. Sound story creation – Use instruments and voices to tell a dinosaur story with sound effects. Chalk and string comparisons – Use string and chalk to show how big different dinosaurs were.	Extinction role-play – Act out a story where dinosaurs become extinct and explore what might have caused it. Recycled dinosaur sculptures – Use junk materials to make dinosaur models. Memory wall – Draw or write about your favourite dinosaur to add to a shared display.	Dinosaur design station – Create your own dinosaur using mixed media (e.g. paper, card, collage, tissue). Clay/model dinosaur making – Sculpt your favourite dinosaur using clay or playdough and add labels to describe it. Favourite dinosaur portraits – Draw or paint a picture of your favourite

	Movement game – Copy dinosaur actions (e.g., stomp, stretch) in a fun movement game. Dinosaur fact chart – Add new facts about dinosaurs to a shared class chart each day.	trays and describe the environments. Fact card hunt – Search the room for hidden dinosaur facts and share findings.	Bone match – Match toy bones to the correct dinosaur outlines on a poster.	Sensory dinosaur tracks – Walk toy dinosaurs through materials like sand and foil and describe the textures. Predator and prey role play – Act out dinosaur hunting or hiding, using senses like hearing and sight.	Planet protection posters – Create a poster showing how we can look after the Earth. Reflection time – Share favourite facts and what you’ve learned about dinosaurs in a group chat.	dinosaur, focusing on colour and shape. Story corner – Create a simple group story involving dinosaurs and act it out or tell it to the class. Dinosaur gallery – Set up a display of all children’s creative dinosaur work for a celebration walk and talk.
Enhancements	Reading Area: Dinosaur books for independent exploration. Investigation Area: Toy dinosaurs with magnifying glasses for close observation.	Block Area: Habitat-themed construction materials. Sensory Area: Trays with sand, leaves, and rocks for habitat play.	Investigation Area: Fossil excavation trays with brushes. Book Area: Non-fiction texts about Mary Anning and fossils.	Gross Motor: Movement cards with dinosaur actions. Outdoor Area: Dinosaur tracks for exploration and following.	Role-Play Area: Puppet corner with environmental storytelling props. Sensory Area: Earth-themed tray with coloured rice/beans.	Creative Area: Collage and junk modelling materials. Display Area: Gallery wall to showcase dinosaur artwork.
ELG Links	UW: Talk about similarities and differences between dinosaurs and animals today. CL: Use talk to describe dinosaur features and share ideas. EAD: Use tools and materials to create dinosaur representations.	UW: Describe how different environments support different types of dinosaurs. CL: Ask and answer questions about dinosaur habitats using new vocabulary. M: Use positional and comparative language to describe environments.	UW: Talk about changes over time and how fossils tell us about the past. L: Recall key events from a story and respond to what they hear. CL: Listen to and discuss non-fiction to learn new information.	PD: Show strength, balance, and coordination when moving. UW: Explore the natural world using their senses. CL: Use talk to describe movements and experiences.	UW: Explain why some animals no longer exist and how we can care for the world. PSED: Show concern and care for living things and the environment. CL: Use new vocabulary when explaining ideas about extinction and the planet.	EAD: Safely use tools and materials to create dinosaur-themed artwork. CL: Express thoughts and feelings about their creations. L: Write captions or labels for their dinosaur models or drawings.
Small Steps	UW: Begin to understand the need to respect and care for the natural environment. CL: Begin to use new vocabulary in different contexts. EAD: Explore a variety of materials and tools with increasing independence.	PSED: Identify and moderate their own feelings socially and emotionally. PD: Confidently and safely use a range of large and small apparatus. EAD: Develop storylines in their pretend play.	PSED: Think about the perspectives of others. L: Read simple phrases and sentences made up of words with known letter–sound correspondences. M: Explore and represent patterns within numbers up to 10.	PD: Combine different movements with ease and fluency. PSED: Show resilience when attempting new challenges. EAD: Explore how sound and movement work together in performance	PD: Use a range of small tools, including scissors, paintbrushes and cutlery. EAD: Sing in a group or on their own, increasingly matching the pitch and following the melody. M: Link the number symbol (numeral) with its cardinal number value.	PSED: Think about the perspectives of others. L: Read simple phrases and sentences made up of words with known letter–sound correspondences. M: Explore and represent patterns within numbers up to 10.

Other Curriculum Areas:

Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	See EYFS Maths Yearly Overview					

Forest School	Understand the effect of changing seasons on the natural world around them. Explore the natural world. Observe changes. Name and describe plants and animals. Describe and observe what they can see – draw pictures of the natural world.
PE	Get Set 4 P.E. Ball Skills: Unit 2 Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Sports Day Practise
PSED	I can choose what I like (No Outsiders) -Help children to set own goals and achieve them -Develop problem solving skills by talking through how they’ve, you and others resolved a problem or difficult – highlighting mistakes are an important part of learning and going back is trial an error not failure. -Show resilience and perseverance in the face of a challenge provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. -Talk through why we take turns, wait politely, tidy up after ourselves and so on.