



# Dinosaurs

## PLAYGROUP SESSION PLANNER





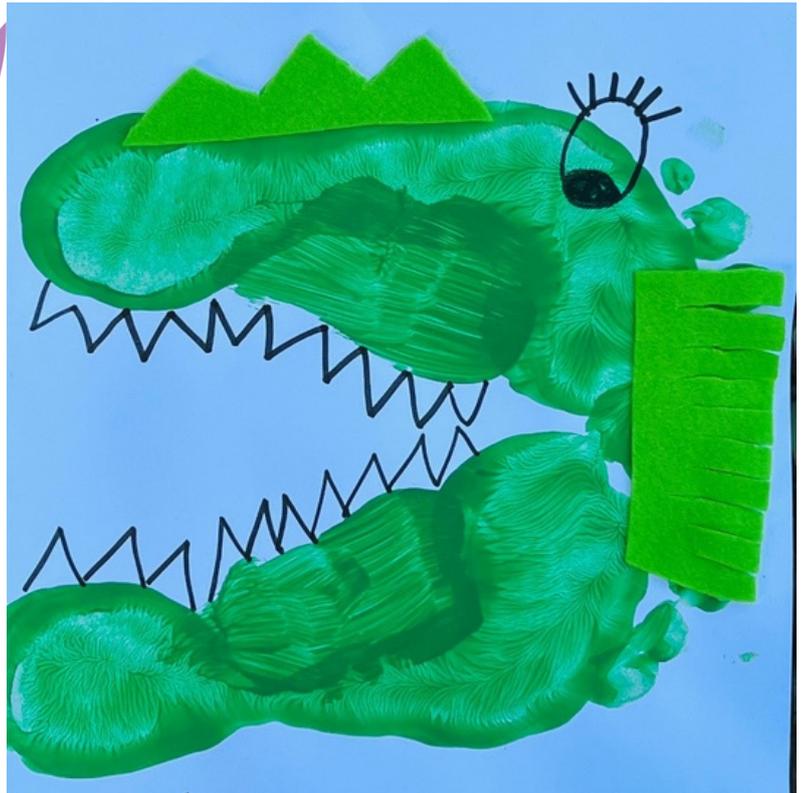
# Play Spaces

## Theme: Dinosaurs

Dinosaurs lived on earth for 165 million years! Some dinosaurs were meat-eaters, and some were plant-eaters. The largest meat-eating dinosaur was the Spinosaurus and the Seismosaurus the largest plant-eating dinosaur. The Seismosaurus is also believed to be the biggest dinosaur at 150 feet long. There were over 700 different types of dinosaurs.

### FACT:

The first dinosaur to be named was the Megalosaurus, by Rev. William Buckland in 1824.



## Creative Space

### Footprint Dinosaur

**CHILDREN WILL NEED:** A4 Paper/Card, Paint (green, red, brown, black), paintbrushes/sponges, black texta, googly eye stickers.

**INSTRUCTIONS:** Help the child to paint their feet in whatever colour they would like their Dinosaur. Put the piece of paper/card on the floor, step onto the paper with one foot to make the footprint, then slightly overlap the footprint with the other foot – see example. Leave to dry. Then add the teeth, and the eye stickers. You can draw on the eyes if you don't have any stickers.

**EXTENSION IDEAS:** Add to your dinosaur with textures, glue on feathers, cotton wool, old material pieces. This will not only make your dinosaur stand out, but you can touch the textures. Are they soft and smooth or rough to touch?

*Give your dinosaur a name like "Maxosauros", using your own name add "sauros" onto the end.*



# Play Spaces

Easy and fun  
outdoor activity!

Providing a diverse range of activities will support children's experience and whole developmental experience. Play spaces and activities can be set up as opportunities for free play.

## Sensory Activity

### *Finding Dinosaur Fossils*

**You will need:** A tray, sand, paintbrushes, dinosaur figures, salt dough – if making your own fossils.

**Instructions:** You can make your own fossils using a batch of salt dough (Recipe below) and press some footprints or bone shapes into them. Leave them to dry. Or you can use dinosaur figures. Place some sand in the tray, enough to cover your “fossils”, place some small paintbrushes and tongs in the tray. Let the mini-Paleontologists dig for Dinosaur fossils.

**Salt Dough Ingredients:** 1 cup salt; 2 cups plain flour; 1 cup water.

**Method:** Mix dry ingredients, add water and stir. Knead the mixture until it forms a dough consistency.



## Outdoor Activity

### *Frozen Dinosaur Eggs*



Using balloons, fill several of them with a small amount of water (big enough to be a dinosaur egg) and put in a small dinosaur figure inside the balloon. Leave to freeze overnight, take them out of the freezer when ready to use. Place the eggs in a tray. Have some utensils such as spoons to help the children crack open the dinosaur egg. Or you can use tippets or scoops of water to pour over the eggs to make them “hatch”.



# Play Spaces

How to set up your Play Space...

## Baby Play



Setting up a Baby Play area can be very simple. A soft mat and some pillows are a great start. Items to include could be a mirror on the wall, treasure baskets, musical instruments, surprise box with different texture materials or scarves. Board books and some open space so that baby can explore and roll.



## Quiet Corner



A sensory tent or area is valuable for children who are overstimulated and need some quiet time or space away from the group. You can include pillows, a blanket, sensory toys such as glitter wands, stress balls, bubble timers, poppits, wooden fidget toys, reversible sequins cushions, books and ear muffs.

## Social Space



Social spaces include role play opportunities where children can play out scenarios such as kitchens, cafes, supermarkets, doctors, florists, bakeries, airports, work bench with tools and many others. You may provide dress ups, items for sale or production or service. This can also include playing families and home making.



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## Builder's Corner



Ways to set up a builders corner include duplo, cars and train sets, loose parts play, box construction, wooden blocks, stacking and building games, cup stacking, building a fort with blankets, arranging materials on a lightbox, sand play and plasticine.

# Group Time

## Dinosaurs

Routines provide predictability for children

### Activities to include in your Playgroup Routine

#### Welcome Song



Ninna Marni [Niina Marni]

Niina marni? Niina marni? >> Marni'ai. Marni'ai

Wanti niina? Wanti niina? >> Wardli-ana, Wardli-ana.

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#### Shared Experience



Ask the children to bring in any Dinosaurs they may have at home. Ask them what type of Dinosaur is their favourite? If someone has brought one from home, ask them to show and talk about it to the group. What type of Dinosaur is their favourite? Ask the children to show their Footprint Dinosaur's to the group and tell everyone what their Dinosaur's name is.

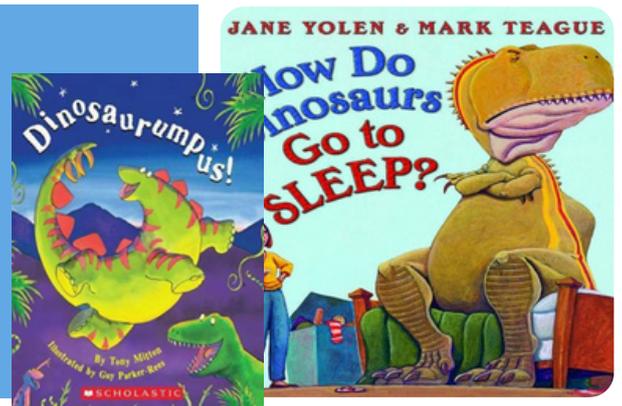
#### Story Time



Have a look at the local library or bookstore for:

Dinosaurumpus! By Tony Mitton & Gary Parker-Rees

How Do Dinosaurs Go to Sleep? By Jane Yolen & Mark Teague



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#### Goodbye Song



Where are the children? Where are the children?

Here they are! Here they are!

We had fun at Playgroup! We had fun at Playgroup!

Bye for now, Bye for now!

# Framework



Playgroup SA's Playgroup Planning Framework has been designed to ensure that there is an evidence-informed approach to the planning of activities and experiences. There are five play types drawing on Mildred Partens work, the Australian Early Development Census (AEDC) domains of development are covered, and the five outcomes in the Early Years Learning Framework. The Programming framework ensures that children attending Playgroup are engaged, are participating and have a diverse set of activities and experiences to support them to thrive. When programming we make sure there are opportunities for purposeful play, we think development and plan for outcomes.

## Play Types

'Play' is synonymous with how children spend most of their time in the first few years of life. People of all ages benefit from play and play-based activities. Play is the central mechanism, providing a strong foundation for learning. When activities programmed at Playgroup align with each of the Play Types, children will enjoy a rich and diverse learning experience at Playgroup. When children interact and experiment in the Playgroup environment, they will better organise and make sense of the world around them as they play.



Functional Play



Construction Play



Role Play



Explorative Play



Creative Play

## AEDC Domains

AEDC developmental domains help to provide a common language for families, and educators to understand and discuss outcomes through a developmental lens when children engage in different play-based activities. The AEDC domains can be particularly useful for reflecting on how individual children's development is progressing, and programming activities that work toward achieving optimal outcomes for each child. Understanding these domains of development can help families connect the activities and experiences that will support children to develop the skills in preparation for transitioning into the pre-school and school environments.



Physical health and wellbeing



Social competence



Emotional maturity



Language and cognitive skills



Communication skills and general knowledge

## Early Years Learning Framework

The EYLF is used as the central framework in Early Childhood Education settings. The EYLF was designed to ensure that children in all early childhood education and care settings have access to meaningful activities and experiences that will support children's learning from birth through to five years. EYLF is Play-based and recognises families as children's first educators. A quality experience at Playgroup aligned with EYLF outcomes will ensure that children will have the best chance of positive experiences in the learning environment at school.



Outcome 1 Children have a strong sense of identity



Outcome 2 Children are connected with & contribute to their world



Outcome 3 Children have a strong sense of wellbeing



Outcome 4 Children are confident & involved learners



Outcome 5 Children are effective communicators