



These activities and ideas are based around the books “The Dinosaur that Pooped a Planet” and “The Dinosaur that Pooped

the Past”

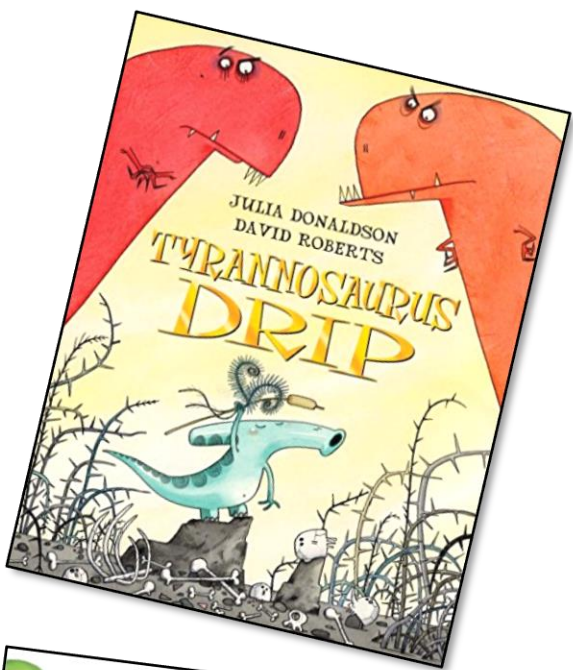
By Tom Fletcher

and

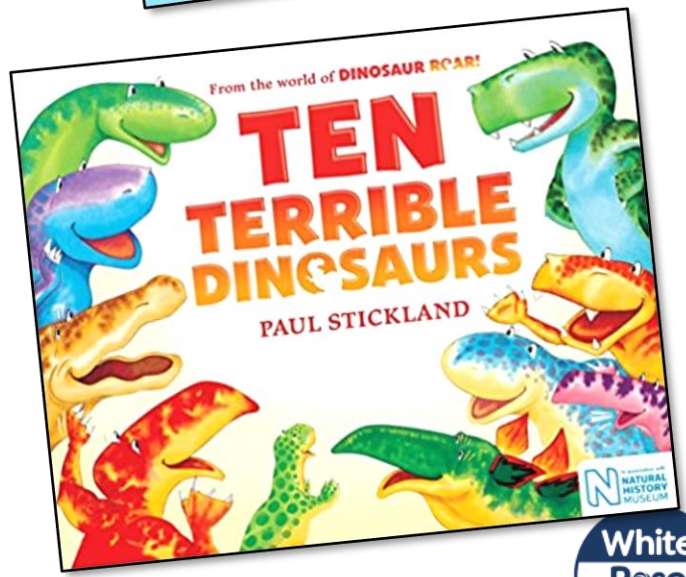
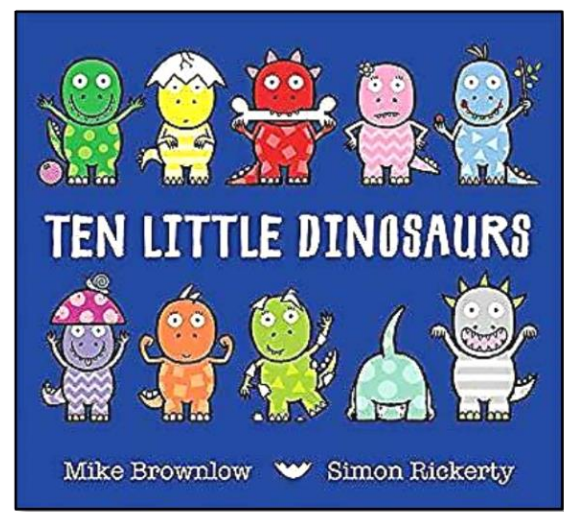
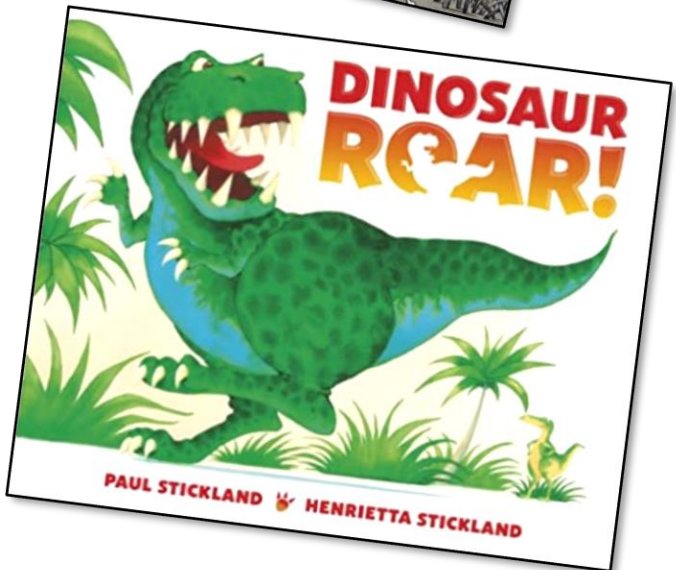
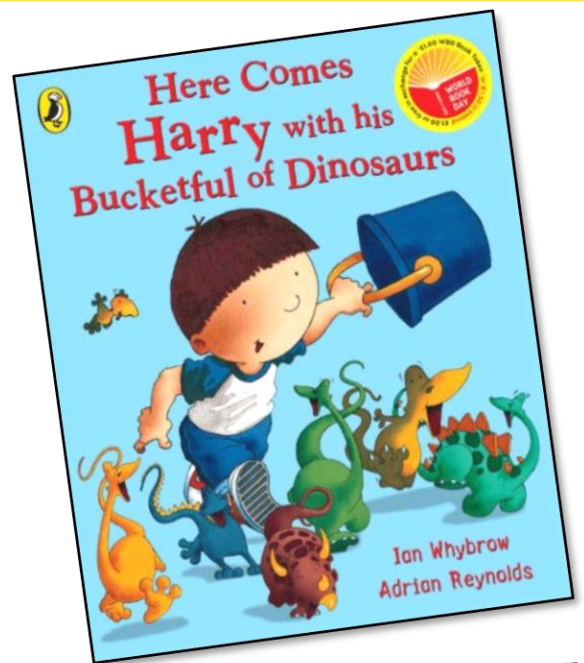
Dougie Poynter.

**All activities could be done without the book!**

# Starting with a Story



Other stories to read and enjoy with a Dinosaur theme.







## Dino Stacking!

In “The Dinosaur that Pooped the past” A, B and C get themselves into all sorts of stacking patterns! Can you arrange your 3 dinosaurs in 5 different ways?

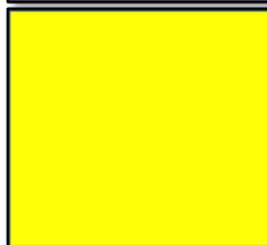
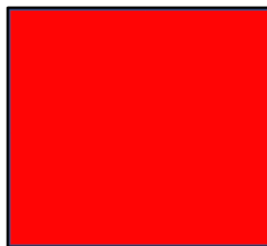
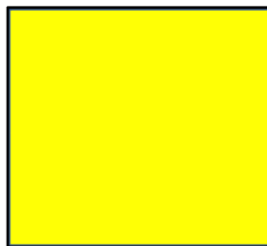
# Starting with a Story



# Starting With a Story

Can you make your shapes stack like the dinosaurs?

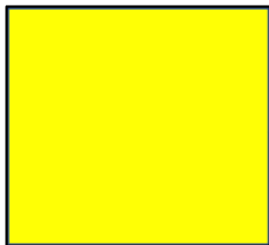
Start with the first one. We have 3 colours.



# Starting with a Story

Use the ABC dinosaurs to help you.

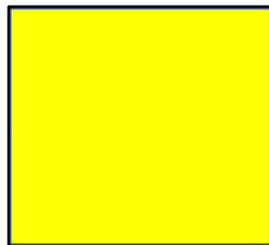
Can you do another 4 different stacks?



# Starting With a Story

Use the ABC dinosaurs to help you.

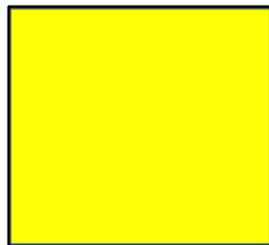
Can you do another 3 different stacks?



# Starting with a Story

Use the ABC dinosaurs to help you.

Can you do another 2 different stacks?

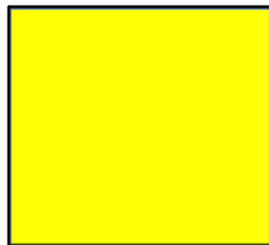




# Starting with a Story

Use the ABC dinosaurs to help you.

Can you do one final different stack?





Create your own Dinosaur.  
You will have developed a lot  
of pattern and shape skills by  
now. Create your own ABC  
Dinosaurs or just one big one  
to poop a planet!

# Starting with a Story

**Make your own A, B and C Dinosaurs.**

All you need is your hands and some paint! Dip your full hand in the paint and make your dino shape. Can you label your dino with how many scales, eyes, spots they have? Can you give your dinosaur a name?



### Learning through Play

A helping hand to where our activities link in our schemes and the EYFS.

Reception - Notes and guidance



### Summer Progression

Geometry      Exploring patterns



Making simple patterns

Exploring more complex patterns

#### Development matters Shape space and Measure 40-60

Can describe their relative position such as '*behind*' or '*next to*'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

#### Early Learning Goal -Shape Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

