

5 Week Lesson Plan for 3–5-year-olds

In this assignment, I will deliver a five-week lesson plan for 20 children aged between 3 to 5 years old based on the theme of 'Dinosaurs'. We will explore meat-eating, plant-eating and flying Dinosaurs, which will link with the topic that they are currently studying this term in their nursery group. My aims and objectives are as follows:

Aims & Objectives

- To collaborate with nursery teachers to establish a collective end goal and learning outcomes which link in with the topic of 'Dinosaurs'
- To deliver lessons in a structured, fun, and engaging manner
- To adapt aspects of the lessons as necessary, with differentiations for children who are physically impaired or have been identified with specific learning needs
- To utilise the classroom assistants effectively, giving them clear guidance on their role within the music class to ensure that the children are effectively supported according to their individual learning needs
- To develop rhythm, musicality, and pitch through the use of song and appropriate movement
- To ensure that the 5-week lesson plans are underpinned by the relevant educational theories
- To ensure inclusivity and to make, where necessary, reasonable adjustments as identified in the Equality Act 2010 and the Education Act 1970

The Class Group

- 20 mixed-ability children aged 3-5 years old
- 2 classroom assistants
- Class member (Ben) is a wheelchair user. One of the classroom assistants will be supporting him for the duration of the 5-week lessons
- Class member (Amara) is on the autistic spectrum and can get easily overwhelmed, particularly when working in larger groups and sometimes can

be overstimulated by loud noises. Amara enjoys art and crafts, and her teacher has advised that Amara is showing a flair in this area

Strategies for Differentiation

Prior to the sessions, the class teacher will meet with the two designated classroom assistants to discuss suitable inclusion strategies for children in the group identified with additional needs, which will be in line with the Nursery Inclusion Policy.

Amara (Autistic Spectrum) - If Amara becomes overwhelmed at any point during the 5-week lessons, a classroom assistant will assist in taking Amara to a designated 'quiet area'. Amara can either choose to complete the class exercises on a one-to-one basis or use the art resources provided to design and draw her own dinosaur-themed art. A selection of age-appropriate illustrated Dinosaur-themed educational books will also be available for Amara to read or use as visual stimuli for her artwork. The designated 'quiet area' may also be utilised for any other class members who may need time out from the main group.

Resources:

- Educational Dinosaur Books (Wonderbly.com, 2026)
- Art materials
- Colouring pencils
- Paper

Ben (wheelchair user)- The inclusion strategies previously discussed with Ben's classroom assistant will be incorporated into the lesson exercises, for example, the use of upper body and percussion instruments to simulate stomping. The classroom assistant will also assist in navigating Ben around the room when the activity requires movement.

As it states in the Equality Act 2010: - *“Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage”* - (Section 4.13 of Department for Education, 2014)

Strategy for managing class behaviour

Initially, I was going to introduce sock puppets to the class for use within the group songs; however, given the time frame, I decided that this may be too overstimulating. Instead, I changed my initial idea to the use of a single sock puppet named ‘Cedric’, whom I would use as a visual tool throughout the 5-week lesson plans.

The sock puppet could be incorporated as a visual aid to help engage the children and assist in managing behaviours and to reinforce instructions, for example, “Cedric thinks that you can sing a little louder!” or “Cedric thinks that there is a little too much chatter today!” Cedric could also be used to reinforce positive behaviour, for example, “Cedric says that your singing was fantastic today and that your stomping was so in time!”



'Cedric' the dinosaur sock puppet, which will be used as a visual tool.

Lesson Plan Week 1

Lesson Concept - To explore different vocal dynamics, e.g., loud and soft and introduce moving to music 'stomping'

Activity type and duration	Activity	Resources List for lesson
Warm Up - 10 mins	<ul style="list-style-type: none">• Learners are instructed to move around the room like different dinosaurs to the backing track music (prehistoric music), for example, stomping loudly like a T. rex, standing up tall and raising arms to simulate the long neck of a Diplodocus.• The children will be instructed to 'freeze' and hold a pose like a Dinosaur.• Children will also be instructed to stomp quietly and loudly at different points within the exercise	<ul style="list-style-type: none">• Bluetooth Speaker• Prehistoric Music (Fletcher, B, 2026)
Main Group Activity - 15 mins	<ul style="list-style-type: none">• Introduce the "We Are the Dinosaurs" song by Laurie Berkner (Berkner, L, 2026)• Start by learning the melody along with the words of the verse and chorus. Repeat this until the children have memorised both aspects	<ul style="list-style-type: none">• Dinosaur Song backing track 'We are The Dinosaurs' by Laurie Berkner

	<ul style="list-style-type: none"> • Introduce stomping in time to the beat. • Learners can then add dinosaur sounds at appropriate moments in the song, for example, roar, growl 	
<p>Cool Down - 5 mins</p>	<ul style="list-style-type: none"> • Dino Pass the Parcel Game- Children are instructed to sit in a circle, and dinosaur-themed music is played • The classroom assistant will be responsible for pausing the music, and when the music stops, the child who is holding the parcel will unwrap it. If a dinosaur is revealed, the child chooses what sound they think that Dinosaur may make, e.g., “Roar” or ‘Growl’ etc. If they wish, the child can identify what species of dinosaur they have unwrapped, for example, Tyrannosaurus Rex (meat eater) or Diplodocus (plant eater) 	<ul style="list-style-type: none"> • Parcels to be pre-wrapped in paper, containing age-appropriate meat-eating and plant-eating toy Dinosaurs

Lesson Plan Week 2

Lesson Concept - To let children explore movement with melody and sound

Activity type and duration	Activity	Resources List for Lesson
Warm Up - 10 mins	<ul style="list-style-type: none">• 'Copy the Dinosaur Game' - Learners are instructed to form a circle. I will demonstrate the words of "I know what a Dinosaur does," and the children will then invent their own phrases and actions, e.g, "I know what a dinosaur does, a dinosaur stomps!"	<ul style="list-style-type: none">• Cedric the sock puppet dinosaur• Bluetooth speaker
Main Group Activity - 15 mins	<ul style="list-style-type: none">• Continuing with 'We Are the Dinosaurs' from lesson one, allowing the children to recap on what was learnt in the previous lesson. Introduce the last verse of the song. Combine both verses and chorus.• Introduce the use of percussion instruments to beat the marching time as	<ul style="list-style-type: none">• Backing Track of 'We Are the Dinosaurs' (You.tube, 2026)• Percussion Instruments

	<p>they stomp. This aspect may be incorporated on a volunteer basis if learners feel confident keeping a steady beat on a percussion instrument whilst stomping in time.</p>	
<p>Cool Down - 5 mins</p>	<ul style="list-style-type: none"> • Sleeping Dinosaurs Game - This is an adaptation of the 'Sleeping Lions Game'(JCC, M, 2026) where the children lie down on the floor pretending to be asleep. Ask a child to volunteer, they will then approach each 'sleeping Dinosaur' and try to make the sleepers move without touching them. 	

Lesson Plan Week 3

Lesson concept - Getting the learners more familiar with picking up melodies and using repetition to help them learn. Use of scarves to simulate flying movements of a Pterodactyl.

Activity Type and Duration	Activity	Resources List for Lesson
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<p>Warm up - 10 mins</p>	<ul style="list-style-type: none"> • Flying Dinos – The classroom assistant will hand out multi-coloured scarves to the children • Children are instructed to wave the scarves in the air, whilst moving around the room freely to the music backing track as if they were flying Pterodactyls (Pietschmann, P, 2026). Children will be able to explore different levels of movement within this exercise, and the use of scarves will help to simulate the feeling of being a flying dinosaur. 	<ul style="list-style-type: none"> • Selection of coloured chiffon scarves • Bluetooth speaker • Backing track of the Jurassic Park theme, piano version • Cedric the sock puppet dinosaur
<p>Main Group Activity - 15 mins</p>	<p>For the first five minutes of this activity, we will recap ‘We Are the Dinosaurs’ from Weeks 1 and 2 with percussion instruments.</p> <p>This week, there will be the Introduction of a new song, ‘Flying High’. This is a simple melody written by myself, which I will accompany the children’s singing with on the guitar.</p> <p>This song is gentler in nature with a smoother Legato melody and will incorporate simple swaying</p>	<ul style="list-style-type: none"> • Acoustic Guitar • Bluetooth speaker • ‘We Are the Dinosaurs’ backing track • Percussion Instruments • Coloured Scarves

	<p>movement with the use of coloured scarves, as previously used in today's warm-up exercise.</p>	
<p>Cool Down - 5 mins</p>	<p>'Dino and Bone Game'- Ask the class to form a seated circle. I will request a volunteer to be the dinosaur in the middle of the circle; they are then instructed to close their eyes. The other children will be sitting in a circle, and one child will be given the bone. The learners will sing the line, which will be demonstrated by myself "Dino, Dino, where's your bone?" And the child in the middle will sing, "Someone stole it from my home," and the learner with the bone sings "I stole your bone," and the volunteer child tries to guess who has sung that line. If the volunteer doesn't get it right, the child with the bone swaps places and goes to the centre.</p>	<ul style="list-style-type: none"> • Plastic dinosaur bone

Lesson Plan Week 4

Lesson Concept - Letting pupils learn about associating different sound levels with colours, and repeat the main activity in the previous lesson for familiarity and more effective learning

Activity Type and Duration	Activity	Resources For Lesson
Warm Up - 10 mins	<p>Dino Egg Hunt Game.</p> <p>Prior to the lesson, I will ask the classroom assistants to place several plastic eggs hidden around the room. Each egg will be a different colour. The colour of the eggs will signify a different type of dinosaur sound. For example, red means to roar loudly like a Tyrannosaurus Rex and blue means to roar quietly like a baby Diplodocus.</p>	<ul style="list-style-type: none"> • Plastic Coloured Eggs • Cedric the sock puppet
Main Group Activity - 15 mins	<p>Recap of 'Flying High' concentrating on the use of scarf movements in the song.</p> <p>Recap on 'We Are the Dinosaurs'. This will help to reinforce familiarity.</p>	<ul style="list-style-type: none"> • Acoustic Guitar • Bluetooth speaker • 'We Are the Dinosaurs' Backing Track
Cool Down - 5 mins	<p>'Cedric Says Game'</p> <p>This is based on the famous game 'Simon Says'. Cedric the sock puppet dinosaur will instruct the group to perform dinosaur-related actions or</p>	<ul style="list-style-type: none"> • Cedric the Sock puppet

	<p>sounds, for example, “Cedric says roar like a T-Rex “or Cedric says, “Snore like a Stegosaurus”.</p> <p>In this game, the class teacher will be mindful of the pupil Ben, who is in a wheelchair, therefore will not instruct the children to do any movement that Ben will be unable to participate in.</p>	
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Lesson Plan Week 5 - Final Week

Lesson Concept – To perfect what has been learnt in the previous lessons, to be prepared to show the songs to parents at the open day, and to test pupils’ knowledge on the learning theme.

Activity Type and Duration	Activity	Resources For Lesson
Warm Up - 10 mins	This week, which is the final session, the children will have the option of choosing which warm-up game they would like to do from any of the previous lessons.	
Main Group Activity - 15 mins	Recap of ‘Flying High’ and ‘We Are the	<ul style="list-style-type: none"> • Acoustic Guitar

	Dinosaurs' to reinforce memory of the songs prior to the children performing them at the nursery Open Day. This will be presented to parents and class teachers.	<ul style="list-style-type: none"> • Percussion Instruments • 'We Are the Dinosaurs' backing Track
Cool Down - 5 mins	Children will be instructed to sit in a circle and take turns to name their favourite Dinosaur and a fact they have learned about Dinosaurs.	

Educational Theories incorporated into the 5-week lesson plans

Cognitive Constructivism Theory (Jean Piaget)- Piaget's theory states that children learn through play and a sensory-rich environment, for example, the use of coloured scarves to simulate flying dinosaurs, the use of percussion instruments to replicate stomping noises.

Kodaly Method - This approach states that music should be taught through play games and fun with children singing songs with simple melodies and pitch to build upon musical skills. I have used simple songs in the lessons and have incorporated elements of play, through fun warm-up games, and the use of 'Cedric' the sock puppet to help the children to maintain concentration, engagement and focus.

Cognitivism Theory - (Ebbinghaus, Ausubel) - This theory states that children remember information through repetition, which also helps to transfer information from their short-term memory to long-term memory. For example, repetition of songs helps them to retain information and ultimately boosts confidence as they remember the structure of the song. Through weekly repetition of songs learnt in my 5-week lesson plans, it will ultimately help the children to remember the songs more easily and aid confidence when performing them at the nursery 'Open Day' at the end of the five-week sessions.

Reference list

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