



Learning Exploration: Can you live in mud?

- To provide opportunities for exploring the natural world – minibeasts and animals, different types of land, how the land differs from the sea.
- To follow Reception's interest in the world beneath their feet.
- To gain knowledge of the wider world and what it is made up of.



Hook into learning

Soil bug tray – what lives in here?

Giant land snails – class pet to care for.

Building a class wormery.

Journey through the exploration

- **Can you live in mud? What lives in mud?**
 - Worms & minibeasts – local environment
 - Giant land snails
- **Is all mud the same as that in our gardens? What is mud good for?**
 - How animals use mud; Pigs/hippos/elephants/rhinos, birds, bees/wasps – look at different places around the world and how animals use mud.
 - Humans – mud houses. Differing ways of life.
 - Preserving fossils. Discovery of fossils in layers of mud.
 - Art – Art using natural resources. Mud paintings. How did our ancestors change the colour?
- **Is all land mud? What is the world made of?**
 - Mud flats, sand– coast/estuary
 - Christian Creation Story – land and sea.



Linked subjects

Through this exploration, learning will be linked where appropriate.



Writing

Children will explore the following key texts:

- Mad About Minibeasts
- Superworm
- Snail Trail
- Going on a Bear Hunt

Opportunities for writing in a guided group:

- Mad About Minibeasts as a stimulus for describing minibeasts.
 - Writing colours to describe minibeasts.
- Superworm as a stimulus for writing facts about worms.
 - "Worms are ..."
- Adapting a class poem from Superworm.
- We're going on a bear hunt.
 - Imitate the text. "We're going on a ... hunt".
 - Adapt with what we have learnt about the local landscape.

Opportunities for writing in continuous provision:

- Writing letters to food companies about use of single plastic.
- Writing letters of thanks to places we have visited or visitors to the school
- Making posters about litter and looking after our environment

Maths

Children will explore:

- Place Value (within 20)
- Addition and Subtraction (within 20)



Opportunities to build cultural capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

At NCSPA, we aim to build cultural capital through experiences such as trips, visitors, music and providing local links.

For Reception, options this term may include:

- Visit from Reverend Selina – Journey of the Kings
- Really Wild Learning - Meeting a range of minibeasts from around the world and comparing them to those that we find in our own environment. Finding out what minibeasts are and the role they play in our environment.



Opportunities for shared outcomes

Children will have the opportunity to produce or take part in one or more of the following:

- Describing minibeasts and using descriptive language to design and make clay sculptures.
- Looking at different environments around the world and comparing the differing needs of the animals. Linking to humans and the different environments humans live in.
- Questioning what fossils can tell us about animals which no longer live.
- Art in history, what people used to colour earth to create different colours. Learning about different artists across time and around the world with Indigenous Australian rock art.

Further curriculum information

If you would like any further information regarding the curriculum, please:

- Speak to Ms Willson, Mrs Davies or Mrs King.
- See your child's class information on Seesaw.
- Contact Mrs Louisa Buttel (Curriculum Leader), through the school office.
- Visit the Curriculum pages on our website.

