

Hook:
Chocolate rocks investigation

Year 3: Science Medium Term Plan: Autumn 1



Areas of learning (subject)
Geography/History

Texts: The Street Beneath My Feet, Stone Girl Bone Girl: The Story of Mary Anning, Mary Anning Palaeontology Reading Comprehension (to be done in GR session)

Key Vocabulary: rocks, fossils, soils, permeable, non-permeable, organic, hardness, sedimentary, metamorphic, igneous, physical properties, group, compare, volcanic, buildings, stone, marble, layers.

Resources

Rock samples, magnifying glasses, plastic gloves, pipettes, plastic knives, vinegar, soil samples, fossils, clay

Significant individuals

Mary Anning



Year 3 : Rocks

Curriculum

What will we learn?

Children will be able to:

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter

Creativity: How will we show we understand in multiple ways? What elements of Working Scientifically will we cover?

Lesson 1 - I can observe (chocolate) rocks closely and discover that they have different qualities and features. (WS- Making systematic and careful observations of rocks)

Lesson 2 - group rocks in different ways based on their characteristics and observable features. (WS- Making systematic and careful observations of rocks)

Lesson 3 - compare rocks based on their appearances and simple physical properties. WS: Setting up simple practical enquiries, comparative, and fair tests, reporting on findings from enquiries, including oral and written explanation, displays or presentations of results and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions)

Lesson 4 - To research and understand how different rocks are formed and what the three main types of rocks are. (WS: recording findings using simple scientific language, drawings, labelled diagrams)

Lesson 5 - Describe and recreate the process in which fossils are formed and to know that fossils are things that have lived are trapped within a rock. (WS Recording findings using simple scientific language, drawings, labelled diagrams, identifying differences, similarities or changes related to simple scientific ideas and processes)

Lesson 6 - Investigate soils and their components and understand that they are made from rocks and organic matter. (WS: Making systematic and careful observations, recording findings using simple scientific language, drawings, labelled diagrams.)

Connections: What are the connections to our curriculum past and present?

Connections to previous learning

Y1 - Children explored common properties of different materials using simple scientific vocabulary (hard, soft, shiny, rough, smooth, etc.)

Y2 - Children should have identified and compared the suitability of everyday materials for particular uses (Covid)

Connections to Future learning

Y5 - Solids, Liquids and Gases - Children will separate a mixture of soil and water to see the different layers and components.

Y6 - Classifying Living Things - children will discuss living and non-living matter when looking at soil components/fossils.

Community: What links can we develop 'Near and Far'? What opportunities will we create to use the outdoors?

Children will examine and describe soil in their local environment (different areas of the school grounds)

Children will examine rocks from their local area.

Links to Egyptian topic - pyramids