



Topic Title: Swords and Sandals Rocks and Soil

Year Group: 3

Academic Year: 2020-2021

Science Intent: Children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.

<p>Prior Scientific Learning/Linked Topics:</p> <p>Y2 Great Fire of London -Everyday materials - Rocks</p>	<p>Literacy Links (including texts/media used):</p> <p>Romulus and Remus Boudicca Romans on the Rampage</p>	<p>Maths Links: Measurement and Statistics, Graphs, Venn diagrams, Carroll diagrams</p> <p>Roman Numerals</p>		
<p>Scientific Knowledge</p>	<p>Working Scientifically</p>			
	<p>Observing and Measuring over time</p>	<p>Identifying, classifying and grouping</p>	<p>Comparative and fair testing (controlled investigations)</p>	<p>Research</p>
<ul style="list-style-type: none"> Compare and group together different kinds of rocks (including those in the locality) on the basis of 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. 	<p>Questioning and enquiry planning. Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Observing + measuring</p> <p>Pattern seeking Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p> <p>Recording and reporting findings</p>	<p>Identifying, grouping and classifying Begin to identify differences, similarities or changes related to simple scientific ideas and processes. Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and</p>	<p>Investigating Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to think of more than one variable factor</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>



No Limits
To Learning!

	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data. Begin to record results in tables and bar charts.</p> <p>Conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings Begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p>	<p>group according to behaviour or properties, based on testing.</p>		
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Content:

- **To be able to identify naturally occurring rocks and explore their uses**
- **To be able to group rocks according to their characteristics.**
- **To be able to explain the three different types of rocks and how they are formed**
- **To be able to plan, carry out and evaluate experiments to compare rocks.**
- **To identify rocks that are used for particular purposes**
- **To explore soil and how it is formed.**
- **To explore what fossils are and how they are formed**
- **To be able to identify fossilised remains.**

Key Vocabulary:

Natural, Man-Made, Properties, Characteristics, Erosion, Permeability, Igneous, Metamorphic, Sedimentary, Particles, Sandy, Clay, Layers, Fossil, Palaeontologist, Prehistoric, Compression.

Stunning Start/Marvellous Middle/Fabulous Finish:

OAA/Trips/Visits/Visitors: