



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Science - Rocks and Soil

YEAR GROUP: 3

TERM: Autumn 2

<p>Vocabulary: rock, soil, igneous, metamorphic, sedimentary, process, lava, properties, texture, density, porous, buoyant, fossil, dinosaur, palaeontologist, trace fossil, body fossil, Mary Anning, man-made, natural, translocation, transformations</p> <p><i>Enquiry skills:</i> classify, group, fair test, investigate, prediction, observe, record, results, table, measure, conclusion</p>	<p>Skills (key skills for the unit in bold)</p> <p><u>Enquiry and working scientifically</u></p> <ul style="list-style-type: none"> • Designing a fair test • Asking relevant questions • Research (famous scientist) • Observing over time • Taking accurate measurements • Gather and record information • Characterise and identify similarities, differences and changes • Draw conclusion • Interpret data to make conclusions 	<p>What we already know</p> <p>No specific knowledge taught in KS1 on rocks and soils. However, children may have prior experiences and knowledge in this area (learning through play, knowledge and understanding of the world)</p> <p><u>KS1 – Enquiry/working scientifically skills</u></p> <ul style="list-style-type: none"> • Y2/A1 Observing first-hand experiences • Y2/A2 Investigate different materials for a range of purposes • Y2/A2 Sorting and classifying materials based on properties • Y2/Sp1 – Everyday materials – properties and uses including what properties are needed to implement a change in appearance of material • Y2/Sp2 – Observe and describe • Y2/Su 2 – Grouping and classifying, using simple equipment, make observations
<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • Scientific drawing of rocks and describe properties • Investigate other properties of rocks and classify and group them • Research Mary Anning • Describe the fossilisation process – how fossils are formed • Recognise what soil is made of and how it is made and how rocks can ‘evolve’ in different ways – forming different types of rock 		<p>Concepts</p> <ul style="list-style-type: none"> • Rock formation • Fossil formation • Scientific enquiry • Palaeontology • -Natural vs human processes
<p>Other/Cross Curricular Links with English/Maths/Adaptation for SEND</p> <p>Adaptations for SEND include: mixed ability pairs, visual and video stimuli, discussion, scaffolding Links to: History (Stone Age and Iron Age), English (reading fact file about Mary Anning), Maths (data gathering, presenting data and drawing conclusion)</p>		