

Science
Year 3 and 4
Autumn 2

Rocks and Soils						
Rationale Using the cross-curricular links with History and building on the study of Stone Age to Iron Age, the children will explore rocks and soils.						
NC Objective <ul style="list-style-type: none"> 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 						
Links to other Subject/Topics. <ul style="list-style-type: none"> Computing – to take photos for a purpose 						
Inspiration for Aspiration Geologist, teacher, archaeologist, architect, contractor.						
Key Content Year 3 <ul style="list-style-type: none"> What are rocks? Are all rocks the same? How are rocks formed? Which rocks make up the earth? What are soils? How are fossils formed? 			Key Content Year 4 <ul style="list-style-type: none"> What are rocks? Are all rocks the same? How are rocks formed? Which rocks make up the earth? What are soils? How are fossils formed? 			
Concepts						
Science	1	2	3	4	5	6
Plants						
Animals, including Humans						
Materials						
Light						
Sound						
Electricity						
Forces						
Earth and Space						
Skills and Knowledge Year 3 <ul style="list-style-type: none"> Asks simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment Identify and classify 			Skills and Knowledge Year 4 <ul style="list-style-type: none"> Asks simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment Identify and classify Record findings in a variety of ways. 			
Year 3 and 4 Topic Vocabulary crust decay fossil geologist igneous rock impermeable core mantle metamorphic rock pressure microbe mine permeable			Year 3 and 4 Scientific Vocabulary Investigate, test, observe, equipment, describe, check, key, sequence, label, diagram, discuss, propose,			

<p>rock sedimentary rock soil magma bedrock granite sandstone marble slate pebbles</p>	<p>question, experiment compare similarities differences</p>
<p>By the end of the topic <u>Year 3</u> children will with support:- Ask relevant questions and using different types of scientific enquiries to answer them •Set up simple practical enquiries, comparative and fair tests •Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •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.</p>	<p>By the end of the topic <u>Year 4</u> children will: - •Ask relevant questions and using different types of scientific enquiries to answer them •Set up simple practical enquiries, comparative and fair tests •Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •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.</p>
<p>Assessment Grammarsaurus Cumulative Quiz and Assessment</p>	