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| Plants | Animals including humans | Rocks | Light | Forces and magnets |
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Year 3 – Rocks

Knowledge

- To know different kinds of rocks on the basis of their appearance and simple physical properties
- To know how fossils are formed when things that have lived are trapped within rock
- To know that soils are made from rocks and organic matter

Skills

- **recording findings using simple scientific language, drawings, labelled diagrams, keys, and tables**
This could be achieved by observing a variety of rocks (using hand lenses or microscopes) and identifying and testing characteristics in the form of a table. (Grouping and classifying)
- **identifying differences, similarities or changes related to simple scientific ideas and processes**
This would enable similarities and differences to be identified. Research how fossils are made, make their own fossils and label diagrams to record the changes. (Researching, Grouping and Classifying)
- **recording and classifying to help answer questions**
This could be extended to classifying the rocks based on properties. Children to experience a range of soils and label the different parts. Storyboard of the cycle of changes from rock to soil to demonstrate scientific processes. (Grouping and Classifying)

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| <u>Vocabulary</u> | |
| Granite | Rocks |
| Chalk | Slate |
| Limestone | Marble |
| Organic | Matter |
| Permeable | Property |
| Impermeable | Formation |
| Fossils | Soil |
| Sedimentary | |

Preload

- Forces and magnets – gravity resulting in fossil formation
- States of matter – discuss the change of state in matter when a fossil is formed
- Evolution and inheritance – fossils give us information about the past