






Science Medium Term Plan

	Year Group:	Term:	Topic/Unit :		
	3	Spring	Rocks		
National Curriculum Programme of Study	<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. 				
Prior Learning	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) 				
Future Learning	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance) • The composition of the Earth. (KS3) and The structure of the Earth. (KS3) • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks. (KS3) 				
Links to other subjects	Science – plants History – Stone age				
Enrichment	Meet a palaeontologist (STEM ambassadors).				
Working Scientifically	Comparative tests 	Identify and classify 	Observation over time 	Pattern seeking 	Research 
	Which soil absorbs the most water?	Can you use the identification key to find out the name of each of the rocks in your collection?	What happens when water keeps dripping on a sandcastle?	Is there a pattern in where we find volcanos on planet Earth?	Who was Mary Anning and what did she discover?
Working Scientifically Assessment Focus	<p>Review: Interpret and report – rock reports</p> <p>Working Scientifically Review: Reporting on findings from enquiries</p> <p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children group rocks based on properties? • Can children talk about / draw a diagram / write about their findings? • Can children draw conclusions about the least / most wearing rock 				
Sticky vocabulary	Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, permeable, soil, fossil, marble, chalk, granite, sandstone, slate, peat, sandy/chalk/clay soil Working scientifically vocabulary: enquiry, comparative test, chart, results, prediction, evidence, properties, key				

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End points	<ul style="list-style-type: none">• Rock is a naturally occurring material.• There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties.• Rocks can be hard or soft.• They have different sizes of grain or crystal. They may absorb water.• Rocks can be different shapes and sizes (stones, pebbles, boulders).• Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter).• The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.• Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.
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