

MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: Year 3		SUBJECT: Science – Rocks and soils	
WEEK 1 DATE: 04.11	WEEK 2 DATE: 11.11	WEEK 3 DATE: 18.11	WEEK 4 DATE: 25.11	WEEK 5 DATE: 02.12	WEEK 6 DATE: 09.12
LO; Knowledge To group rocks using their appearance. Working scientifically To observe the appearance of rocks closely, using a magnifying glass. Success Criteria; Knowledge I can define the term 'rock'. I can describe the appearance of different rocks. I can identify crystals and grains. Working scientifically I can use a magnifying glass correctly. I can observe the appearance of a rock in detail. Main Event; Observe and compare rock samples. Support; Use rock comparison word bank to support. Challenge; Should categorise rock samples using more technical vocabulary.	LO; Knowledge To group rocks using their physical properties. Working scientifically To make predictions, suggest improvements and explain observations over time. Success Criteria; Knowledge I can group rocks by their absorbency. I can group rocks by their reaction to acid rain (vinegar). I can group rocks by their hardness. Working scientifically I can use my results to choose the appropriate rock type for a specific use. I can use my results to suggest a better choice of rock for a specific use. I can use my results to predict how a rock will be affected by the weather. Main Event Investigate the properties of rocks. Support; Use rock comparison word bank to support. Challenge; Design and label a park using their knowledge of the properties of rocks.	LO; Knowledge To describe the process of fossil formation. Working scientifically To present research on fossil formation. Success Criteria; Knowledge I can list the different factors that break down rocks. I can use a model to demonstrate fossil formation. I can use a short film to sequence the steps of fossil formation. Working scientifically I can research fossil formation using a single source. I can present research in short film form. Main Event; Make a video explaining how fossils are formed. Support; Have a tablet to watch the video on whilst making their own film. Challenge; Use the resource types of fossil to add extra scenes to their film.	LO; Knowledge To identify fossils and group rocks accordingly. Working scientifically To use the fossil record to answer questions about the past. Success Criteria; Knowledge I can identify fossils in rocks. I can group rocks that contain fossils. Science in action: I can describe the work of a palaeontologist. Working scientifically I can use a model to determine the relative age of a fossil. I can use the fossil record to suggest how a living thing has changed over time. I can use the fossil record to suggest what living things were around in a certain era. Main Event; Investigate how fossils are formed. Support; Use pre-cut fossils and an A3 copy of the fossil hunter. Challenge; Could work in pairs (with one member arguing for and one against) to debate the theory 'the dinosaurs must have all died out after era E as no more dinosaur fossils were found after this point'.	LO; Knowledge To compare soils and how they are formed. Working Scientifically; To record the drainage rate for different soils in a bar chart. Success Criteria; Knowledge I can name some different types of soil. I can describe some different types of soil. I can compare and group soils according to their appearance. Working scientifically I can draw the bars on a bar chart. I can label the bars on a bar chart. Main Event; Complete an experiment, observing drainage from soil. Support; Use supported resource. Challenge; Complete the challenge column on the activity sheet or write their own conclusion.	LO; Knowledge To describe a soil sample using sedimentation. Working scientifically To draw and label a diagram. Success Criteria; Knowledge I can list some of the benefits of earthworms to the soil. I can identify the layers in a sedimentation jar. I can describe the size of the particles in a sedimentation jar. Working scientifically I can accurately draw the layers of sediment in a sedimentation jar. I can accurately label the layers of sediment in a sedimentation jar. Main Event; Investigate the importance of earthworms in soil. Support; Use the knowledge organiser to support drawing the diagram. Challenge; Have an additional selection of soil (different types) to compare.

