

Year 3 Rocks



Prior and future learning

Prior Knowledge	What's next?
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can examples of living things that lived millions of years ago and the fossil evidence we have to support this. I can give examples of fossil evidence that can be used to support the theory of evolution. Y6 – Evolution and inheritance.

Track your learning

How I will show what I've learned			
I can identify different types of rock.			
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.			
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.			
I can use a branching database in order to identify fossils.			
I can recognize that soils are made from rocks and organic matter.			

Key knowledge I need to understand

- 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** (see glossary) 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.

Possible texts to read:

The pebble in my pocket – *Meredith Hooper*
 The street beneath my feet – *Charlotte Guillain and Yuval Sommer*

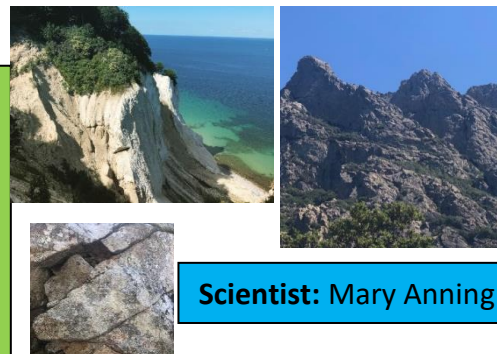
Working scientifically

assessment: Reporting on rocks

Link to maths curriculum:

Measurement:

- Measuring and comparing the mass of rocks before and after soaking in water. (*Measure, compare, add and subtract: mass (kg/g)*)
- Measuring and comparing the amount of water different types of soil can hold. (*Measure, compare, add and subtract: volume/capacity (l/ml)*).
- Measuring how long it takes for water to flow through different types of soil. (*Compare durations of events*).



Scientist: Mary Anning

Vocabulary	
Fossils	The remains or impressions of plants or animals embedded in rock.
Sedimentary	rock that has formed from sediment deposited by water or air.
Absorbent	able to soak up liquid easily.
Shiny	Reflects the light
Dull	Doesn't reflect the light
Organic Matter	derived from living matter.
Rough	having an uneven or irregular surface; not smooth or level.
Smooth	having an even and regular surface.
Permeable	Allows water to pass through it.
Impermeable	Does not allow water to pass through it.
Granite	a very hard, granular, crystalline, igneous rock consisting mainly of quartz.
Texture	the feel, appearance, or consistency of a surface or substance.
Surface	the outside part or uppermost layer of something.
Slate	a fine-grained grey, green, or bluish-purple metamorphic rock easily split into smooth, flat plates.
Igneous	a rock formed when molten rock cools and hardens .
Metamorphic rock	A rock that has changed to another rock due to heat or pressure.