

What I need to know: Y3 SCIENCE – Rocks

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Name:

Class:

For the next 5 weeks we are thinking about rocks

What I will know...	✓	Start	End
What different rocks look like through careful observations		○	○
The names of different rock types		○	○
The different properties of rocks		○	○
How different types of rocks are formed (the rock cycle)		○	○
How fossils are formed		○	○

Skills I may use...	
Remember: name, identify, describe	Analyse: investigate, infer, select, clarify
Understand: predict, recall, interpret	Create: plan, design, construct
Apply: use, show, relate, demonstrate	Evaluate: compare, assess, judge

Vocabulary I need to know...		
1. I have heard the word, but I don't know what it means	2. I understand what the word means	3. I can explain what the word means and give other examples
Paleontologist, geologist, geophysicist, crystals, texture words (e.g. smooth, shiny, dull, sharp, etc.) chalk, pumice, sandstone, granite, slate, permeable, impermeable, durability, density, pipette, properties, cycle, sedimentary, igneous, metamorphic, fossilization, sea bed, heat, pressure, rot, flesh, sediment, minerals, lava, cooling, irreversible, reversible, weathering, plates, boundaries.		

Opportunities to support
<ul style="list-style-type: none"> 'odd one out' images Video clips Scientific observational/sorting /comparison tasks Practical experiments to demonstrate rock/fossil formation New vocabulary booklets Opportunities to develop skills for 'working scientifically' Observational drawings of rocks to include detail and shading

Curriculum Links and Enrichment Activities
<ul style="list-style-type: none"> SMSC – awe and wonder at the natural world MATHS – sorting rocks into different groups (Venn diagrams) ENGLISH – create a glossary booklet of scientific vocabulary PSHE – group work collaboration ENGLISH – Read the story of Mary Anning

Respect

Responsibility

Reflection

Resilience