

## MTP – Science – Year 3

<b>Topic</b>	What Do Rocks Tell Us About The Way The Earth was Formed? (Science: The Street Beneath My Feet)				
<b>N.C Learning Objectives</b>	Rocks <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul>				
<b>Ways of being Co-Op</b>	Do what matters most Succeed together Be yourself, always Show you care				
<b>British Values</b>	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance				
<b>CRL</b>					
<b>Vocabulary</b>	<u><b>Microorganisms</b></u> A tiny living thing or germ so tiny that you can't see them with the naked eye. They are much smaller than a grain of sand	<u><b>Fossilisation</b></u> The process of an animal or plant becoming preserved	<u><b>Sediment</b></u> Small particles of rock, sand and mud or even the remains of plants or animals that were removed by water, wind or ice and then settled down in a new place eventually building up in layers	<u><b>Extraction</b></u> Taking something out or removing it from somewhere	<u><b>Decompose</b></u> To break something down into smaller parts, like when a leaf turns into dirt. It is a natural process where things decay or rot
<b>Recap and Recall</b>	Plants <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> </ul>				

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	<ul style="list-style-type: none"> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Everyday materials</p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>		
	LEARNING OBJECTIVE	STICKY KNOWLEDGE FACT	LESSON ACTIVITIES
<b>Lesson 1</b>	We are learning about the different types of soil	96% of the food we eat comes from soil	<p><b>Core learning:</b></p> <ul style="list-style-type: none"> <li>Children know what soil is (mixture of tiny particles of dead and rotting plants and animals, rock, air and water)</li> <li>Children can name the 4 different types of soil (sandy soil, Clay soil, Chalky soil, peat)</li> <li>Children know that soil contains lots of minibeasts and microorganisms</li> <li>Children know the different layers that soil is made up of (humans or organic topsoil, eluviated horizon, parent material, bedrock)</li> </ul>
<b>Lesson 2</b>	We are learning to understand the different uses soil has	We can find soil in lots of different places because it is important for almost all plants. Soil helps plants to stay upright and contains different substances to help them grow	<p><b>Core learning:</b></p> <ul style="list-style-type: none"> <li>Children can explain why soil is important (growth of plants, for the atmosphere by releasing / absorbing gases (carbon dioxide/methane/water vapor), dust, providing a habitat for animals and organisms, purify most of the water in ecosystems, as an engineering media for construction, a living filter for clean water)</li> <li>Children to have / find different soil samples. Children separate the soil to see what they can find.</li> </ul>
<b>Lesson 3</b>	We are learning to carry out a fair test	A fair test is an experiment where only one variable is changed while other	<p><b>Core learning:</b></p> <ul style="list-style-type: none"> <li>Children set up an experiment (fair test) using the different types of soil and cress seeds.</li> </ul>

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		conditions are kept the same to ensure accurate results	<ul style="list-style-type: none"> <li>• Children to make predictions and gather data over time to show which seeds grow and at what rate depending on the soil they are growing in</li> <li>• Children to gather the results and explain their findings</li> </ul>
<b>Lesson 4</b>	We are learning about the fossilisation process	A fossil is the preserved remains or traces of a dead organism. Fossils are formed through a process with multiple stages called fossilisation, and this takes place over many, many years	<p><b>Core learning:</b></p> <ul style="list-style-type: none"> <li>• Children know that there are two main types of fossils: body fossils (remains of a plant or animals body) and trace fossils (remains of the activity of an animal such as footprints and nests)</li> <li>• Children understand that certain conditions are required for fossilisation</li> <li>• Children understand that when an animal dies the soft parts decompose, the hard parts like the skeleton are left behind.</li> <li>• Children know that sediment is formed around the skeleton, as more layers build the skeleton begins to compact and turn to rock</li> <li>• Children know that the bones start to dissolve when water passes through the rock, minerals in the water replace the bone, leaving a rock replica of the original bone called a fossil</li> </ul>
<b>Lesson 5</b>	We are learning about rocks	Rocks are naturally occurring, solid materials made of minerals, and there are three main types: igneous, sedimentary, and metamorphic, each formed in different ways	<p><b>Core learning:</b></p> <ul style="list-style-type: none"> <li>• Children know that Geology is the study of rocks. Geologists are scientists who study a planet's solid features like soil, rocks and minerals.</li> <li>• Children can state the three different types of rock (igneous, sedimentary and metamorphic)</li> <li>• Children can describe and discuss in detail the different types of rocks and where they can be found</li> <li>• Children understand the difference between permeable rocks and impermeable rocks</li> </ul>

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<b>Lesson 6</b>	We are learning to identify minerals, their properties and what they are used for	Minerals are naturally occurring substance with a crystal structure such as limestone, clay, iron ore and gold	<b>Core learning:</b> <ul style="list-style-type: none"><li>● Children understand that minerals have different properties</li><li>● Children can name the most common minerals</li><li>● Children can describe how minerals are formed</li><li>● Children know that minerals are found underground</li><li>● Children know that mining is the extraction of minerals from underground</li><li>● Children understand and can describe that minerals are used for many things such as building materials (calcite) jewellery (diamonds and gold) electronic devices</li></ul>
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