



Year 3 – Let's Rock and Roll

Prior Learning: Children know how to identify rock from other materials.

Concept: Materials

During this unit we will become rock, soil and fossil experts like true archaeologists!

Working scientifically:



Make a prediction (KS2)



Interpret results answer the question



4. To describe how fossils are formed

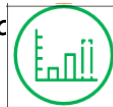
Using our knowledge from last week, we will describe the steps in a cartoon strip!



Fossils are **replicas** of the remains of once living things that were trapped in rocks.

1. To compare rocks based on their properties

What makes a rock, a rock? We will learn some of the properties that rocks have in common and then explore some properties that differ between different types of rocks including permeable and impermeable. You will predict which rocks will be permeable based on their other properties.



5. To investigate what soil is made of



You will explore different soil types around the school and predict what the soil is made up of. You will learn about a method of separating materials in soil and make predictions about what will be at the bottom and top and set up the separation experiment.



2. To group rocks using based on properties



We will do an experiment to enquire which rocks are permeable and impermeable. We will interpret our results to explain how we could predict if other rocks are permeable.



Permeable rocks allow to pass water through them.



6. To recognise that soil is made of rocks and organic matter

You will observe the experiment you set up last week and interpret the results to answer the question: Does all soil have the same amount of organic matter and rocks?



Soil is made of rocks and organic matter.



3. To understand how fossils are formed

We will learn how true form fossils are made and recreate this by first making an imprint in playdoh, then making the replica using plaster of Paris.



Fossils are **replicas** of the remains of once living things that were trapped in rocks.

Words we will know!

