

Year 3 Rocks and soils programme outline – half day

PROVISIONAL PROGRAMME – PLEASE READ BOTH SHEETS

Introduction

- Welcome and orientation
- Health and safety
- Plan for the day
- Introduction to topics

Comfort break

Introduction to rocks

- Types of rocks and where they come from
- Exploring rocks activity

Comfort break

How soil is made

Investigating the role of minibeasts in soil formation

- Looking at minibeasts on the reserve
- Minibeast features

Volcano experiment

THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING LEARNING OUTCOMES/INTENTIONS

Most children will....

- group different kinds of rocks on the basis of their appearance
- describe in simple terms how soil is formed
- recognise that soils are made from rocks and organic matter.

Some children will not have progressed so much and will...

- name some common rocks
- name some ingredients of soil

Some children will have progressed further and will also...

- group rocks according to their physical properties
- describe the process of soil formation from rocks (weathering)

Literacy

- words and phrases for making comparisons *eg shiny, matt, hard, soft, heavy, light*
- words relating to rocks *eg crystal, grain, soil, fossil, granite, limestone, sandstone*
- words and phrases relating rocks *eg weathering*
- words and phrases for making comparisons *eg heavy/heavier/heaviest,, like, similar to, different from*
- words relating to conveying scientific ideas *eg describe*

Numeracy

- Use simple keys
- Sort according to identifiable features

Citizenship

- How and why we look after plants and animals
- Sense of responsibility for their surrounding environment

Geography

- Planning and making a journey
- What the weather is like here
- Caring for environments

SEAL / ECM

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

Inclusion

- Worksheets and activities will be differentiated to accommodate individual learning needs
- Where possible all children will have access to the same opportunities regardless of their abilities