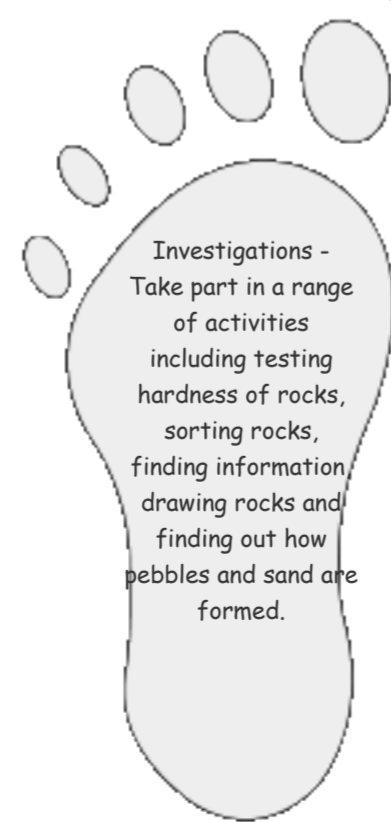


Go for a walk around the school or local neighbourhood (e.g. church or cottages built of local stone, gravestones, dry stone walls).
Think about some words about materials that would describe the rocks, stones & pebbles (e.g. strong, rigid, hard, smooth, rough, shiny, dull).
Carry out investigations into why and how rocks are used.
Investigate which rocks are permeable and impermeable.
Draw a carefully labelled picture of a cross section of the earth.
Discuss how it is important to use the correct scientific vocabulary when writing or talking about science topics.
Investigate where volcanoes are found.
Understand that igneous rocks are produced as a result of volcanoes.
Children watch a demonstration of an erupting volcano and build a virtual volcano.
Find out more about sedimentary rocks and how fossils are formed from some animals and plants that die.

Rocking all over the world



OUTDOOR LEARNING

Walk around school to find selections of rocks.

Find rocks in the local area.

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Rocks LKS2

- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.

Rocking all over the world - Stage Coverage

UNDERSTANDING THE WORLD

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Rocking all over the world