



Subject: Science (Rocks)

Year Group	What knowledge would we like to know?	What skills would we like to know?	How else could we challenge the pupils?	Vocabulary
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Y1	Not on Nc for this year group	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Use simple equipment to observe closely • Perform simple tests • Identify and classify • Use his/her observations and ideas to suggest answers to questions • Gather and record data to help in answering questions 		
Y2	Not on NC for this year group	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Use simple equipment to observe closely including changes over time • Perform simple comparative tests • Identify, group, and classify • Use his/her observations and ideas to suggest answers to questions noticing similarities, differences, and patterns 		

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		<ul style="list-style-type: none"> Gather and record data to help in answering questions including from secondary sources of information 		
Y3	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support his/her findings 	<p>What are the properties of igneous, sedimentary and metamorphic rock? How are they formed?</p> <p>Look at some examples of fossils, what can you see? Describe how that might have been made. Are fossils always in sedimentary rock? Why?</p> <p>Look at different soils, what are their differences? How could they be made? Can you explain their differences?</p>	<p>Y3</p> <p>igneous rocks intrusive igneous rock extrusive igneous rock crystals magma sedimentary rock metamorphic rock limestone marble sandstone weathering chemical weathering physical weathering biological weathering acid rain appearance texture submerged erosion receding fossil extinct sediment embedded amber decompose fragments clay soil chalky soil sandy soil</p>

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<p>Y4</p>	<p>Not on NC for this year group, but it will be taught.</p>	<ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings 		

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<p>Y5</p>	<p>Not on NC for this year group</p>	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments 		
<p>Y6</p>	<p>Not on NC for this year group, though it is touched on in Evolution and Inheritance</p>	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and 	<p>Look at some examples of fossils, investigate the body structure of the creatures in them. Are they similar to any of the creatures we have now? Explain their similarities and differences.</p>	

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		<p>labels, classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none">• Use test results to make predictions to set up further comparative and fair tests• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources• Group and classify things and recognise patterns		
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