Springfield School

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| Blackbirds Class Medium Term Planning for Science 1 |
| Topic: North and South America and A Summer of Sport  | Vocabulary: Rock Clay Hard Erosion Soil FossilIgneous Metamorphic Sedimentary |

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|  **Lesson 1 ‘link it’** **How Rocks become soil** Exposition – How rocks become soil Groups- To explore how rocks become soil. Crumble biscuits into rubble to demonstrate Plenary – Share work. | **Lesson 2 ‘learn it’****Erosion – visit** Visit Dovedale to look at the effects on erosion.  | **Lesson 3 ‘learn it’****Erosion – visit** Record your observations from Dovedale to identify at the effects on erosion.  | **Lesson 4 ‘learn it’** **Layers of Soil** Exposition – Explore the different layers of soil Groups – To create layers of soil in a bottle to demonstrate the different layers Plenary – Share work. |
| **Lesson 5 ‘learn it’** **Lesson 5 ‘learn it’** **Different types of soil** Exposition – Explore different kinds of soil Groups – To explore and identify the different kinds of soil – name and label Plenary – Share work. | **Lesson 6 ‘learn it’**  **Lesson 6 ‘learn it’** **Different types of soil** Exposition – Explore different kinds of soil Groups – Complete experiment to see how quickly water passes through each kind of soil Plenary – Share work. |  . |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Observing and Measuring Changes** **Children can:** a make systematic and careful observations; b observe changes over time; c use a range of equipment, including thermometers and data loggers; d ask their own questions about what they observe; e where appropriate, take accurate measurements using standard units using a range of equipment. **Identifying, Classifying, Recording and Presenting Data**

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| Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. **Children can:** **a** talk about criteria for grouping, sorting and classifying; **b** group and classify things; **c** collect data from their own observations and measurements; **d** present data in a variety of ways to help in answering questions; **e** use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge; **f** record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.  |

 | * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
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Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of rocks
* Observations of rocks in the immediate environment
 | Activities provided during lesson Resources **PPTs** **Pictures** **Seeds****Plants** Activities to explore – - pictures of rocks - rocks  | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities- -Rocks - Pictures of rocks Opportunities to demonstrate knowledge  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work  | Retrieve or generalization of learning after lesson * Understand how rocks are formed
* Understand the different layers of rocks
* Demonstrate some knowledge of rock formation and erosion
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