

Key Question: Is a fossil a rock?

Rationale

Some natural changes can happen over very long periods of time and rocks and fossils can help us to understand this. Fossils give us a glimpse into the past and can tell us about things that happened millions of years ago. We will be using our knowledge of rocks and fossils to create a magazine article that can inform the year 6's about the different types of rocks and how to find fossils. This will help not only us, but also the year 6's when they go to the Isle of Wight to become expert fossil finders!

Start Date:

5th September 2022

End Date:

19th September 2022

Hook:

We will be creating our very own fossils using salt dough by imprinting objects into it.

Outcome:

To create a magazine on the different types of rocks and fossils for the year 6's to use when they go to the Isle of Wight.

Subject 1: English

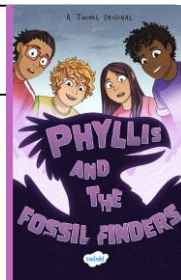
To know different organisational features in non-fiction writing.
To be able to use a range of conjunctions.
To be able to use a variety of sentence types.

Subject 2: Science

Rocks and fossils
Changes
To understand that some natural changes can happen over very long periods of time.

Inspiring texts:

Phyllis and the fossil finders.



Link to Rights Respecting:

Article 28- The right to an education.
We have the right to an education and to learn new things.

Character Trait: Challenge

How can we overcome things we find challenging?
How can we show confidence in our learning?
What is the importance of showing drive?

Expert vocabulary: (including but not limited to)

rocks, fossils, appearance, properties, living things, matter, minerals, soil, natural, dissolve, organic, inorganic, Igneous, sedimentary, metamorphic, identity, compare, classify, importance, appearance, criteria, change, pattern, relevant, comparative test, fair test, systematic observations, oral explanation, conclusion, enquiry, predict, present

Knowledge:

By the end of the experience, the children will be expected to know:

- To understand that some natural changes can happen over a long period of time
- To know the different types of rock
- To know how rocks differ in appearance
- To know what a fossil is
- To know how a fossil is formed



How we evaluate:

The children will all be assessed against the learning objectives taught. We use the learning stages of know, show and grow to support the assessments. If a child is able to 'show' that they have achieved the objective then they will be judged as working at the expected level. If the child has shown that they have reached the 'grow' stage of their learning and are able to independently apply their knowledge to a new or challenging situation then they will be considered as working at a 'greater depth'. Children who are assessed as not meeting the objective, will be given extra support to enable them to reach the expected level.

Throughout the experience, the children will be encouraged to reflect on their own learning and will set themselves challenging targets.