

Science

Year 4



Subject Aims:

By the end of KS2, children will:

- Have developed their enquiry skills to plan, control, collect data and analyse their findings
- Understand that the world is connected by using scientific knowledge to build on prior knowledge
- Have a love for science and curiosity for learning
- Feel confident in questioning the world, existing theories and processes in the life around them

National Curriculum Links

Pupils should be taught about:

Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things ●

Animals, including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Electricity

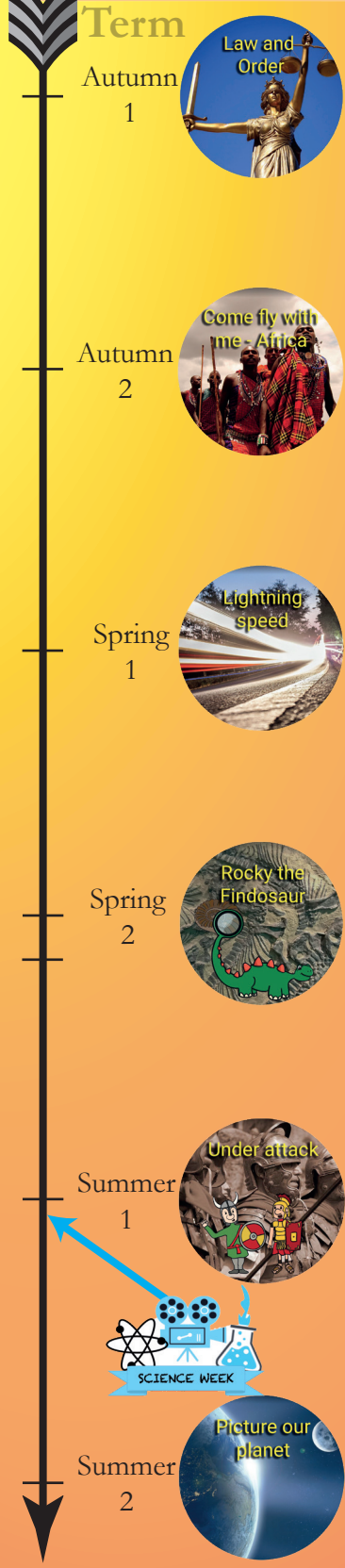
- identify common appliances that run on electricity
- construct a simple series electrical circuit,
- identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

States of matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases ●



Science Week Content ●

inspireenjoyachieve

Additional Science Content Links:

- Come Fly With Me - Africa - *Y3 Animals inc humans*
- Rocky the Findosaur - *Y3 Rocks / Y6 Evolution*



Life Education Bus