

Yearly Science

Year Group: 4

| <u>Term 1</u> | <u>Term 2</u> | <u>Term 3</u> |
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| <p>What are the functions of a digestive system? How can living things be identified and grouped? How can different materials be grouped? How are sounds made? How do sounds travel to the ear? What common appliances run on electricity?</p> | <p>What types of teeth do humans have? What are food chains? What temperature changes the state of a material? How does the features of the object effect the sound produced? What are the parts of a simple series electrical circuit? Will a lamp become lit is it is not part of a complete circuit?</p> | <p>Do all animals have the same teeth? How could a change in the environment pose a danger to living things? How does evaporation and condensation play a part in the water cycle? How does the volume of the sound effect the strength of the vibrations produced? How does distance effect sound?</p> |
| <p><u>Animals including humans: Teeth and digestion:</u> Describe the simple functions of the basic parts of the digestive system.</p> | <p><u>Animals including humans: Teeth and digestion:</u> Identify the different types of teeth in humans and their simple functions.</p> | <p><u>Animals including humans: Teeth and digestion:</u> Compare the teeth of a predator and prey.</p> |
| <p><u>Living things and their habitats:</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> | <p><u>Living things and their habitats:</u> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p><u>Living things and their habitats:</u> Recognise that environment can change and that this can sometimes pose dangers to living things.</p> |
| <p><u>Materials: solids, liquids and gases:</u> Compare and group materials together, according to whether they are solids, liquids or gases.</p> | <p><u>Materials: solids, liquids and gases:</u> Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degree Celsius.</p> | <p><u>Materials: solids, liquids and gases:</u> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |
| <p><u>Light and sound: Sound and vibration:</u> Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> | <p><u>Light and sound: Sound and vibration:</u> Find patterns between the pitch of a sound and features of the object that produced it.</p> | <p><u>Light and sound: Sound and vibration:</u> Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> |
| <p><u>Electricity: Circuits and Components:</u> Identify common appliances that run on electricity.</p> | <p><u>Electricity: Circuits and Components:</u> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identifying 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.</p> | <p><u>Electricity: Circuits and Components:</u> Recognise some common conductors and insulators and associate metals with being good conductors.</p> |