



Year 4				
BIOLOGY		CHEMISTRY	PHYSICS	
ANIMALS INCLUDING HUMANS	LIVING THINGS & THEIR ENVIRONMENTS	STATES OF MATTER	ELECTRICITY	SOUND
<ul style="list-style-type: none"> • Digestive system • Teeth • Food chains 	<ul style="list-style-type: none"> • Grouping living things • Classification keys • Adaptation of living things 	<ul style="list-style-type: none"> • Compare and group materials • Solids, liquids & gases • Changing state • Water cycle 	<ul style="list-style-type: none"> • Uses of electricity • Simple circuits and switches • Conductors and insulators 	<ul style="list-style-type: none"> • How sounds are made • Sound vibrations • Pitch and volume
<p>• I can describe the simple functions of the basic parts of the digestive system in humans</p> <p><i>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus</i></p> <p>• I can identify the different types of teeth in humans and their simple functions</p> <p><i>Teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore</i></p> <p>• I can construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><i>Producer, predator, prey, food chain</i></p>	<p>• I recognise that living things can be grouped in a variety of ways</p> <p><i>Classification, classification keys</i></p> <p>• I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p><i>Environment, habitat</i></p> <p>• I recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><i>Human impact, positive, negative, migrate, hibernate</i></p>	<p>• I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p><i>Solid, liquid, gas</i></p> <p>• I can 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).</p> <p><i>State change, melting, freezing, melting point, boiling point,</i></p> <p>• I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><i>Evaporation, temperature, water cycle</i></p>	<p>• I can identify common appliances that run on electricity</p> <p><i>Electricity, electrical appliance/device, mains, plug</i></p> <p>• I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p><i>electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor</i></p> <p>• I can 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</p> <p><i>Complete circuit</i></p> <p>• I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p><i>Switch</i></p> <p>• I recognise some common conductors and insulators, and associate metals with being good conductor</p> <p><i>conductor, insulator, metal, non-metal, symbol</i></p> <p>N.B. Children in Year 4 do not need to use standard symbols for electrical components, as this is taught in Year 6.</p>	<p>• I can identify how sounds are made, associating some of them with something vibrating.</p> <p><i>Sound source</i></p> <p>• I recognise that vibrations from sounds travel through a medium to the ear.</p> <p><i>Vibrate, vibration, travel</i></p> <p>• I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p><i>Pitch (high, low)</i></p> <p>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p><i>Volume, • I recognise that sounds get fainter as the distance from the sound source increases.</i></p> <p><i>Insulation, faint, loud</i></p>