



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Science Year 4

| | Living things and their habitats | States of Matter | Electricity | Sound | Animals including humans – digestion and teeth |
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| <p>Content Declarative Knowledge 'I know'</p> | <p>*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.</p> | <p>*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.</p> | <p>*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.</p> | <p>*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.</p> | <p>*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</p> |

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| Skills Procedural Knowledge 'I know how to' | Plan *Ask relevant questions. *Use different types of scientific enquiries to answer their questions *Set up simple and practical enquiries, comparative and fair tests Do *Make systematic and careful observations using a range of equipment, including thermometers and data loggers *Take accurate measurements using standard units, where appropriate Record *Gather, record, classify and present data in a variety of ways to help to answer questions *Record findings using simple scientific language, drawings and labelled diagrams *Record findings using keys, bar charts, and tables Review *Report on findings from enquiries, including oral and written explanations, of results and conclusions *Report on findings from enquiries using displays or presentations *Identify differences, similarities or changes related to simple scientific ideas and processes *Use straightforward scientific evidence to answer questions or to support their findings *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | | | | |
| Vocabulary | Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact). | States of matter, solid, liquid, gas, air, oxygen, powder, grainular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees Celsius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration | Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor, faster/slower, conductor, insulator, metal/non metal | Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument | Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain |
| Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data loggers | | | | | |
| Key Questions | How do all living things survive? | What are the states of matter? Can an object change state? If an object changes state, can it change back again? Are there only four states of matter? Why do some solids behave like liquids and vice versa? | How is electricity made? How does electricity travel? | How does sound travel? How does the ear work? What makes different sounds? | How do we digest out food and what happens to it once it is digested? Why do we have some many different teeth? What different jobs do they do? How do our teeth decay? |
| Assessment | Assessment on Insight every term as well as lesson by lesson observations based on knowledge, skills and key questions outlined above Peer and self-assessment opportunities | | | | |

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| | Option to use White Rose End of Block assessments at teachers discretion | | | | |
| Cross Curricular Links/Character Education | Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together Geography – human impact on the environment | Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together Geography – The Water Cycle | Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together Life learning – safety around electricity DT – incorporate a circuit into a 3D model | Music – pitch, composing and making music Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together | Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together PE – body systems |