



# Marston Moreteyne VC School Science Curriculum Year Four Overview

Working Scientifically	Sound	Animals (including humans)
<ul style="list-style-type: none"> <li>• I can ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• I can set up simple practical enquiries, comparative and fair tests</li> <li>• I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• I can gather, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• I can identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• I can use straightforward scientific evidence to answer questions or to support my findings.</li> </ul>	<p>I can identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> <li>• I can recognise that vibrations from sounds travel through a medium to the ear</li> <li>• I can find patterns between the pitch of a sound and features of the object that produced it</li> <li>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• I can recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the simple functions of the basic parts of the digestive system in humans</li> <li>• I can identify the different types of teeth in humans and their simple functions</li> <li>• I can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>
<b>Electricity</b>	<b>Living Things &amp; Their Habitats</b>	<b>States of Matter</b>
<ul style="list-style-type: none"> <li>• I can identify common appliances that run on electricity</li> <li>• I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• I can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that living things can be grouped in a variety of ways</li> <li>• I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• I can recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>• I can understand and explain the behaviour of particles in different states of matter.</li> </ul>