

# St Edward's Science Curriculum Map 2020-2021

## Year 4

Working Scientifically	Animals Including Humans	Electricity	Sound	Living Things and Their Habitats	States of Matter
<p>Ask relevant questions and use different types of scientific enquiries to answer them. <i>I can ask questions and use different types of scientific enquiries to answer them.</i></p> <p>Set up simple practical enquiries, comparative and fair tests <i>I can set up simple practical enquiries, comparative and fair tests.</i></p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including</p>	<p><b><u>National Curriculum Learning Objectives:</u></b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans. <i>I can explain some parts of the digestive system in humans.</i></p> <p>Identify the different types of teeth in humans and their simple functions. <i>I can explain the different types of teeth in humans and what they do.</i></p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. <i>I can describe and explain a variety of food chains, naming producers, predators and prey.</i></p>	<p><b><u>National Curriculum Learning Objectives:</u></b></p> <p>Identify common appliances that run on electricity. <i>I can talk about common appliances that run on electricity.</i></p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. <i>I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.</i></p> <p>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><b><u>National Curriculum Learning Objectives:</u></b></p> <p>Identify how sounds are made, associating some of them with something vibrating. <i>I can explain how sounds are made and show that some of them are linked to vibrations.</i></p> <p>Recognise that vibrations from sounds travel through a medium to the ear. <i>I can explain that vibrations from sounds travel through a medium to the ear.</i></p> <p>Find patterns between the pitch of a sound and features of the object that produced it. <i>I can find patterns between the pitch of a sound and features of the object that produced it.</i></p> <p>Find patterns between the volume of a sound and the strength of the</p>	<p><b><u>National Curriculum Learning Objectives:</u></b></p> <p>Recognise that living things can be grouped in a variety of ways. <i>I can show that living things can be grouped together in various ways.</i></p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <i>I can explore and use classification keys to help group, identify and name a variety of living things.</i></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. <i>I can explain that environments can change and that this</i></p>	<p><b><u>National Curriculum Learning Objectives:</u></b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. <i>I can group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes.</i></p> <p>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). <i>I can demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which</i></p>

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**Thermometers and data loggers.**  
I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  
**Gather, record, classify and present data in a variety of ways to help with answering questions.**  
I can gather, record, classify and present data in a variety of ways to help with answering questions.  
**Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.**

**I can predict if a lamp will light or not 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.**  
I can explain 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.**  
I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.

**it.**  
I can show that there is a pattern 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.**  
I can show that sounds get fainter as the distance from the sound source increases.

**Some metals that living things are put in danger.**

**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.**  
I can correctly talk about the part played by evaporation and condensation in the water cycle, and can show a link between the rate of evaporation and temperature



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*I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.*  
**Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**  
*I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.*  
**Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**  
*I can use results to draw simple*



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conclusions, make predictions for new values, suggest improvements and raise further questions.  
**Identify differences, similarities or changes related to simple scientific ideas and processes**  
 I can explain differences, similarities or changes related to simple scientific ideas and processes.  
**Use straightforward scientific evidence to answer questions or to support his/her findings**  
 I can use straightforward scientific evidence to answer questions or to support my findings.

Subject Leader: Mr Callender-Ferrier

Science lead: Mr Callender-Ferrier

*'Following Christ we reach our goals'*