







Science			Year 4		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 Electricity:	 Animals including humans:	 States of Matter:	 Living Things and their Habitats:	 Human Impact:	 Sound:
<p>Ll: To identify common appliances that run on electricity in Granny's kitchen.</p> <p>Ll: To construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Ll: To identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of the complete loop. E.g. lighting up the crown jewels for all to see.</p> <p>Ll: To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit.</p> <p>Ll: To recognise some common conductors and insulators and associate metals with being good conductors.</p>	<p>Ll: To construct and interpret a variety of food chains and identify producers, predators and prey.</p> <p>Ll: To explain the different types of teeth.</p> <p>Ll: To explore teeth hygiene and explain how this links to the Tudor times.</p> <p>Ll: To label the human digestive system and explain the function of the different organs involved.</p> <p>Ll: To order the process of human digestion.</p> <p>Ll: To understand that the Tudors had a bad diet and explain why.</p>	<p>L.l: To compare and group materials together and describe the difference between solids, liquids and gases.</p> <p>Ll: To observe and explain the properties of solids, liquids and gases (rice, currents and lemonade, shower gel).</p> <p>L.l: To observe how some materials change state and measure/ research the temperature in which this happens (e.g. water in Antarctica).</p> <p>Ll: To investigate melting and freezing temperatures of different liquids and solids.</p> <p>Ll: To investigate, using a comparative test, the process of evaporation.</p> <p>L.l: To carry out a fair test to explain how condensation occurs.</p>	<p>L.l: To recognise that living things can be grouped in a variety of ways.</p> <p>L.l: To classify plants into taxonomic groups.</p> <p>L.l: To explore and use classification keys to help group, identify and name a variety of plants.</p> <p>L.l: To classify animals into taxonomic groups.</p> <p>L.l: To explore and use classification keys to help group, identify and name a variety of animals.</p>	<p>L.l: To recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>L.l: To explain a number of different factors that can negatively affect plant and animal life locally, including human activity.</p> <p>L.l: To explain a number of different factors that can positively affect plant and animal life locally, including human activity.</p> <p>L.l: To understand how negative and positive factors impact living things globally.</p>	<p>Ll: To identify how sounds are made, associating some of them with something vibrating.</p> <p>Ll: To recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Ll: To find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Ll: To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Ll: To recognise that sounds get fainter as the distance from the sound source increases.</p>