

New Science Curriculum - Year 4

Living things and their habitats

- Children should be able to recognise that living things can be grouped in a variety of ways
- Children will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Children should be able to recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

- Children should be able to describe the simple functions of the basic parts of the digestive system in humans
- Children should be able to identify the different types of teeth in humans and their simple functions
- Children will construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

- Children will compare and group materials together, according to whether they are solids, liquids or gases
- Children will 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 ($^{\circ}\text{C}$)
- Children should be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- Children should be able to identify how sounds are made, associating some of them with something vibrating
- Children should be able to recognise that vibrations from sounds travel through a medium to the ear
- Children should be able to identify patterns between the pitch of a sound and features of the object that produced it
- Children should be able to find patterns between the volume of a sound and the strength of the vibrations that produced it
- Children should be able to recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- Children should be able to identify common appliances that run on electricity
- Children will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Children should be able to 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
- Children should be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Children should be able to recognise some common conductors and insulators, and associate metals with being good conductors.