



Science Curriculum Overview: Statutory Knowledge

YEAR 4

Term 1	Animals including humans
	<ul style="list-style-type: none">describe the simple functions of the basic parts of the digestive system in humans
	<ul style="list-style-type: none">identify the different types of teeth in humans and their simple functions
	<ul style="list-style-type: none">construct and interpret a variety of food chains, identifying producers, predators and prey.

Term 2	Sound
	<ul style="list-style-type: none">identify how sounds are made, associating some of them with something vibrating
	<ul style="list-style-type: none">recognise that vibrations from sounds travel through a medium to the ear
	<ul style="list-style-type: none">find patterns between the pitch of a sound and features of the object that produced it
	<ul style="list-style-type: none">find patterns between the volume of a sound and the strength of the vibrations that produced it
	<ul style="list-style-type: none">recognise that sounds get fainter as the distance from the sound source increases.

Term 3	Electricity
	<ul style="list-style-type: none">identify common appliances that run on electricity
	<ul style="list-style-type: none">construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
	<ul style="list-style-type: none">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
	<ul style="list-style-type: none">recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
	<ul style="list-style-type: none">recognise some common conductors and insulators, and associate metals with being good conductors.

Term 4	States of matter
	<ul style="list-style-type: none">compare and group materials together, according to whether they are solids, liquids or gases
	<ul style="list-style-type: none">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)
	<ul style="list-style-type: none">identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Term 5	Living things and their habitats
	<ul style="list-style-type: none">recognise that living things can be grouped in a variety of ways
	<ul style="list-style-type: none">explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
	<ul style="list-style-type: none">recognise that environments can change and that this can sometimes pose dangers to living things.