

St Edward's Science Curriculum Map 2016-2017

Year 4

| Brainwave | Living Together | Land, Sea and Sky | Painting Pictures and Photographs | Temples, Tombs and Treasures | Science Week Electricity |
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| <p>National Curriculum Learning Objectives:</p> <p>N/A</p> | <p>National Curriculum Learning Objectives:</p> <p>N/A</p> | <p>National Curriculum Learning Objectives:</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p>National Curriculum Learning Objectives:</p> <p>N/A</p> | <p>National Curriculum Learning Objectives:</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> | <p>National Curriculum Learning Objectives:</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</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>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> |



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compare and group materials together, according to whether they are solids, liquids or gases

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)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

From Year 3

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant



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| | | <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <h2>Year 4</h2> | | |
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Subject Leader : Mrs Barr