

 YEAR 4		Environmental	Physics	Chemistry	Biology
1	2	3	4	5	6
Classification of Living Things	Matter: Solids, Liquids and Gases	Sound and Hearing	Vision and Movement	Electricity	Destruction of Habitats
Recognise that living things can be grouped in a variety of ways.	Compare and group together everyday materials on the basis of their properties including:	Identify how sounds are made—association with vibration.	Use the idea that light travels in straight lines to explain that objects are seen because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	Identify common appliances that run on electricity.	Understand the difference between an environment and a habitat.
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"> • hardness • Solubility • Transparency • Conductivity (electrical, thermal) • Response to magnets 	Recognise that vibration from sounds travel through a medium to the ear.	Understand the structure and function of the human eye	Construct a simple series electrical circuit. Identify and name:	Recognise that habitats can change and that this can sometimes be a danger to living things
	Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic.	Understand the basic structure and function of the human hearing system.	Recognise the structure and functions of the human skeleton to include:	<ul style="list-style-type: none"> • Cells • Wires • Bulbs • Switches and buzzers 	Explain the difference between natural and manmade environmental changes.
	Compare and group materials together according to whether they are solids, liquids or gases.			<ul style="list-style-type: none"> • support • protection • movement (interaction between skeleton and muscles). 	Identify whether a bulb will light in a series circuit that is not a completed loop with a battery. (closed circuit)
Describe and give reasons for how plants and animals (including micro-organisms) are classified into broad groups, based on observable characteristics - similarities and differences.	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.	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Recognise that the central nervous system is the brain, the spinal cord, and nerves. It is present in most animals. It is there to coordinate movement, to process the input of the senses, and to make animals / humans act a certain way .	Recognise that a switch opens and closes a circuit and associate this with whether or not the bulb lights in a circuit.	Understand the link between destruction of habitats and taking care of the Earth.
Construct and interpret a variety of food chains, identifying producers, consumers (predators ,prey and decomposers))	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Recognise that sounds get fainter as the distance from the sound source increases.		Recognise some common conductors and insulators and associate metals with being good conductors	Recognise my role in looking after habitats and taking care of the Earth.
					Understand the term <u>global</u> sustainability and how it applies to habitats.