

## Year 4 Science

### Areas of Learning

- Living thing and their habitats: recognise that living things can be grouped in a variety of ways ; explore and use classification keys to help group them; recognise that environments can change
- Animals including humans: describe the basic parts of the digestive system in humans; identify the different types of teeth in humans
- States of matter: compare and group materials together; observe that some materials change state when they are heated or cooled; identify the part played by evaporation and condensation in the water cycle
- Sound: identify how sounds are made; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it and between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases.
- Electricity: identify common appliances that run on electricity; construct a simple series electrical circuit; recognise that a switch opens and closes a circuit and recognise some common conductors and insulators

### Approaches to learning

- Pupils are encouraged to ask questions and use different types of scientific enquiries to try to find answers to them.
- They encounter comparative and fair tests, make careful observations and take accurate measurements.
- They examine the different ways of presenting and reporting scientific data and findings.
- Pupils are encouraged to suggest improvements to investigations and to raise further questions.

### Examples of learning

The pupils often work in small groups, which promotes their collaboration skills and provides opportunities to scaffold their peers' understandings. Meaningful science activities, which are relevant to children's daily lives (such as finding out about sound and electricity), allow children to make connections between what they already know and what they are learning. Whole class discussions promote children's awareness of the learning and concept development and allow for interesting tangents to be explored.

### References

National curriculum in England: primary curriculum; DfE; 2015  
Primary Curriculum 2014  
Science CGP Year 4 books