Springfield Primary Academy

Inspiring Futures: Making Memories
Learning Creatively with:
High Expectations. Integrity. Respect. Resilience. Determination.

Year 4 Science Curriculum Map

Autumn 1	Spring	Summer
L.O. to investigate materials States of Matter • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **L.O. to work scientifically** • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions.	**L.O. to investigate living things** • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. **L.O. to work scientifically** • Ask relevant questions. • Gather, record, classify and present data in a variety of ways to help in answering questions.	**L.O. to investigate sound and hearing** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. **L.O. to work scientifically** • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
Autumn 2		**Summer 2**

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L.O. to understand animals and humans • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions **L.O. to work scientifically** • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests		**L.O. to understand electrical circuits** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • 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. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. **L.O. to work scientifically** • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
Depth and Challenge Evaporation is the most important part of the water cycle. Decide if this is true Design an investigation to find out what affects your teeth.		
British Values and SMSC 11 before 11 link –to cook –changes of state Understand the consequences of their actions		