

## Year 4 Units

4.1 Respecting our Environment	4.2 Classification	4.3 Digestion	4.4 Electricity	4.5 Sound	4.6 States of Matter
<ul style="list-style-type: none"> <li>▪ Identify where humans have had an impact on an environment</li> <li>▪ Identify ways that humans can damage an environment</li> <li>▪ Identify ways in which humans can protect and improve environments</li> <li>▪ Present their ideas and evidence in appropriate ways</li> <li>▪ Use simple scientific vocabulary to describe their ideas and observations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise that living things can be grouped in a variety of ways (plants: trees, grasses, flowers, ferns and mosses, vertebrates: fish, amphibians, reptiles, birds, and mammals. Invertebrates: snails and slugs, worms, spiders, and insects</li> <li>▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe the simple functions of the basic parts of the digestive system in humans</li> <li>▪ identify the different types of teeth in humans and their simple functions</li> <li>▪ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify common appliances that run on electricity.</li> <li>▪ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>▪ 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.</li> <li>▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>▪ Recognise some common conductors and insulators, and associate metals with being good conductors</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify how sounds are made, associating some of them with something vibrating</li> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>▪ 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)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>

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