



# St Matthew's Catholic Primary School

## Science Progression in Knowledge

### Year 4



| SCIENCE TOPIC                    | PROGRESSION IN KNOWLEDGE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLANTS                           | <ul style="list-style-type: none"><li>• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)</li><li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)</li><li>• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</li></ul>                                                                                                                                                                          |
| LIVING THINGS AND THEIR HABITATS | <ul style="list-style-type: none"><li>• Recognise that living things can be grouped in a variety of ways.</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><li>• Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)</li></ul>                                                                                                                                                          |
| ANIMALS INCLUDING HUMANS         | <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>                                                                                                                                                                                                                                                                                                                                               |
| EVOLUTION AND INHERITANCE        | <ul style="list-style-type: none"><li>• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| MATERIALS                        | <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><li>• Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)</li></ul>                                                                           |
| SOUND                            | <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>                                                                                                                                                 |
| ELECTRICITY                      | <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></ul> |