

Long Term plan for Science at SPJS / Year 4 statutory Programme of Study

	Programme of Study
Working scientifically	<ul style="list-style-type: none"> ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas ▪ using straightforward scientific evidence to answer questions or to support their findings.
Living things + their habitats	<ul style="list-style-type: none"> ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things.
Animals, including humans	<ul style="list-style-type: none"> ▪ 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 ▪ construct and interpret a variety of food chains, identifying producers, predators and prey.
States of Matter	<ul style="list-style-type: none"> ▪ 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 or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Sound	<ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ 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 ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it

	<ul style="list-style-type: none">▪recognise that sounds get fainter as the distance from the sound source increases.
Electricity	<ul style="list-style-type: none">▪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.