

Year 4 – Living Things and Their Habitats	
Recall	<p><u>Seasonal Change</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Vocabulary: Spring, Summer, Autumn, Winter, weather, day length, temperature</p> <p><u>Forces and Sound</u> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. Vocabulary: friction, gravity, poles, repel, attract, metal, magnetic, non-magnetic, surfaces, rough, smooth, push, pull</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>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.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>Explore characteristics of living things (MRS GREN) Look at different ways organisms can be grouped Understand what a vertebrate is and the 5 vertebrate groups Understand classification keys Understand what an invertebrate is and some invertebrate groups. Compare different types of habitats Explore the different ways humans damage the environment</p>
Key Vocabulary	deforestation, pollution, invasive species, urbanisation, vertebrates, invertebrates
Coverage Within School	Year 2 Year 5 Year 6
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 4 - Electricity	
Recall	<p><u>Light</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows changes.</p> <p>Vocabulary: light, dark, pupil, source, UV light, natural light, manmade light, dangers, protection, shadow, opaque, transparent, translucent, reflection</p>
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Understand what an appliance is</p> <p>Learn what a circuit is, and the symbols needed to draw one</p> <p>Identify conductors and insulators in a circuit</p>
Key Vocabulary	appliances, conductors, insulators, mains, battery, circuit, complete, incomplete, cell, wires, bulb, switch, buzzers, simple circuit
Coverage Within School	Year 6
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 4 – Animals including Humans	
Recall	<p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Vocabulary: mesomorphic, igneous, sedimentary, fossils, soils, organic matter, sedimentation, magma, lava, permeable, impermeable, fossilisation, erosion, palaeontology</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	
Key Vocabulary	digestive system, teeth, food chain, producers, predators, prey, stomach, small/large intestines, pancreas, oesophagus
Coverage Within School	Year 1 Year 2 Year 3 Year 5 Year 6
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 4 – Sound

Recall	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Vocabulary- roots, stem/trunk, leaves, flowers, nutrients, air, light, pollination, seed formation, seed dispersal, stamen, sepal, petal, fertilisation</p>
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Establish what a sound is and understand how they are made</p> <p>Understand how sound travels</p> <p>Investigating the changes of pitch of an instrument</p>
Key Vocabulary	vibrations, pitch, volume, higher, lower, travel, loud, quiet, soundwave, ear canal, inner ear
Coverage Within School	N/A
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	

Year 4 – States of Matter	
Recall	<p><u>Animals including Humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.</p> <p>Vocabulary- joints, tendons, muscles, invertebrates, vertebrates, organs, healthy, alive, protein, carbohydrates, saturated fats, unsaturated fats, energy, vitamins, minerals, fibre, water.</p>
End Point Disciplinary Knowledge (National Curriculum Statements)	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
Sequence of Learning / Contextual Knowledge (Lesson ideas)	<p>Understand that there are 3 states of matter</p> <p>Understand both particle and material properties of solids, liquids and gases</p> <p>Observe materials changing state</p> <p>Understand that states of matter can be seen in water cycle</p>
Key Vocabulary	solid, liquid, gas, particles, boiling, melting, condensation, evaporation, water cycle, shape
Coverage Within School	Year 1 Year 2 Year 5
Teacher Assessment	
Possible Misconceptions	
Class Teacher Notes	