



Year 4 Science Subject Map



States of Matter	Living Things and Their Habitats	Animals Including Humans	Scientist Investigation	Electricity	Sound
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DRIVER WORDS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Observe, Ask questions, Name,	Sort, Record, Label, Describe, Compare	Identify, Explore, Observe, Understand, Find out, Recognise	Enquire, Gather, Classify, Present, Draw conclusions, Identify differences and similarities, Find and use evidence, Investigate, Predict	Measure, Use scientific language, Find patterns, Construct, Interpret, Research, Associate	Plan, Report, Use our knowledge, Give reasons, Demonstrate, Explain

WORKING SCIENTIFICALLY AGE RELATED EXPECTATIONS

- Ask** relevant questions and using different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make organised and careful **observations** and, where appropriate, **taking accurate measurements** using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify** and **present** data in a variety of ways to help in answering questions.
- Record** findings using simple scientific language, drawings, labelled diagrams, keys, 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, make predictions** for new values, suggest improvements and ask further questions.
- Identify differences, similarities** or changes related to simple scientific ideas and processes.
- Use simple scientific evidence** to answer questions or to support their findings.

SCIENTIFIC VOCABULARY

answer, **biologist**, biology, change, **characteristics**, chart, **chemist**, chemistry, classify, compare, conclusion, **contrast**, **criteria**, data, **diagram**, discuss, effect, **evaluate**, **evidence**, experiment, fair test, forces, growth, identify, **investigate**, materials, measure, move, observe, **physicist**, physics, predict, pull, push, question, record, research, scientist, seasons, sort, surface, table, test, temperature, **theory**, time, working scientifically

UNIT RELATED EXPECTATIONS

LIVING THINGS AND THEIR HABITATS

- 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

- 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

- 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

- 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 volume of a sound and the strength of the vibrations that produced it.
- Recognise** that sounds get fainter as the distance from the sound source increases.

ELECTRICITY

- 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.