

Year Four	Number: Place Value, 4 Operations, Fractions, Decimals	Geometry: Shape, Position & Direction	Measures: Length & Perimeter, Area, Money & Time	Statistics
<p style="text-align: center;">Animals inc. Humans</p> <p><i>-describe the simple functions of the basic parts of the digestive system in humans</i> <i>-identify the different types of teeth in humans and their simple functions</i> <i>-construct and interpret a variety of food chains, identifying producers, predators and prey.</i></p>	<p>-Use string to measure out the average length of the small and large intestine. -Compare the different lengths of the small and large intestine and calculate the difference. Why is the small intestine longer than the large intestine? -Compare the number of predators and prey in a food chain and why this is the case.</p>	<p>-Use positional language to describe the location of each organ of the digestive system.</p>	<p>-Discuss the role of villi in the small intestine to increase the surface area, why is it important for the small intestine to have a large surface area? - How long does it take different liquids to attack our teeth? Investigate using egg-shells in different drinks.</p>	<p>- Create a bar graph to show the data for the investigation, how long does it take different liquids to attack our teeth?</p>
<p style="text-align: center;">Living Things and their Habitats</p> <p><i>-recognise that living things can be grouped in a variety of ways</i> <i>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i> <i>-recognise that environments can change and that this can sometimes pose dangers to living things.</i></p>	<p>-Research how the numbers of endangered species have reduced over time.</p>	<p>-Sort living things into different groups, e.g. carnivore, herbivore etc.</p>		
<p style="text-align: center;">States of Matter</p> <p><i>-compare and group materials together, according to whether they are solids, liquids or gases</i> <i>-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)</i> <i>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i></p>	<p>-Investigate how many degrees Celsius water needs to go up or down by in order for it to change state. - Measure</p>	<p>-Sort materials into solid, liquid or gas.</p>	<p>-Heat water and then use thermometers to measure the temperature drop every minute. - Measure how long it takes different substances, such as butter and chocolate, to melt. -Observe and measure evaporation over time by calculating how the area of a hand print on a paper towel/or a puddle changes over time.</p>	<p>-Plot on a line graph the temperature drop of water over time as it freezes.</p>
<p style="text-align: center;">Sound</p> <p><i>-identify how sounds are made, associating some of them with something vibrating</i> <i>-recognise that vibrations from sounds travel through a medium to the ear</i> <i>-find patterns between the pitch of a sound and features of the object that produced it</i> <i>-find patterns between the volume of a sound and the strength of the vibrations that produced it</i> <i>-recognise that sounds get fainter as the distance from the sound source increases.</i></p>			<p>-Listen to the same sound at different measured distances, what do you notice? -Make straw whistles/oboe straws from different lengths of straws and see how these affect the sound produced.</p>	<p>-Use a sound measuring app to collect data about how they can change the volume (dB) of the home made instrument, e.g. pasta shaker or ruler, record in a table. https://www.stem.org.uk/system/files/elibrary-resources/2021/07/Sound%20Circus.pdf</p>

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.

-Create a Venn diagram to show appliances that run on electricity and those that run in batteries.