| **Science**    **Core Curriculum Coverage**  **Class 4**  **YEAR B** | | | | |
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|  | **Autumn Term** | **Spring term** | **Summer Term** | |
| **Unit of work** | Living Things and Their Habitats  Properties and their Materials | Animals including Humans  Light | Electricity  Medical Manoeuvres | |
| **Prior Learning** | Grouping and classification  Children can name and locate different environments  Children can recognise that changes can be made.  Pupils should build a more systematic  understanding of materials by exploring and comparing the properties of a broad range of materials, relating these to what they learnt about magnetism in year 3 and about electricity in year 4. | In KS1 and SRE children will have noticed that  animals, including humans, have offspring which  grow into adults  Pupils have been taught to 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.  Pupils should build on the work on light in  year 3, where they explored the way that  light behaves, including light sources,  reflection and shadows | Building on their work in year 4, pupils  should recap how to construct simple  series circuits, to help them to answer  questions about what happens when they try different components. | |
| **Core Learning**  **Knowledge** | * Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal explore and use classification keys to help group, * Identify and name a variety of living things in their local environment * Describe the difference in the life cycles of a mammal, an amphibian an insect and a bird and compare their differences * Describe the life process of reproduction in some plants and animals * Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, absorbency, transparency, conductivity (electrical and thermal), and response to magnets * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, include changes associated with burning and the action of acid on bicarbonate of soda | * Describe the changes as humans develop to old age * Pupils should draw a timeline to indicate stages in the growth and development of humans. * Identify and name the main parts of the human circulatory system * Describe the functions of the heart, blood vessels and blood (including the pulse and clotting). * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. * Describe the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, * Describe the ways in which nutrients and water are transported within animals, including humans * Recognise that light appears to travel in straight lines * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them | * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including: a) the brightness of bulbs, the loudness of b)the loudness of buzzer c)the on/off position of switches * Use recognised symbols when representing a simple circuit in a diagram * Construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers | |
| **Core Learning**  **Skills** | knowing parts of plants and their function in reproducing. | developing the knowledge of the human body and how it functions.  Use of ray model to explain imaging in mirrors  Describe the transmission of light through materials; absorption, diffuse scattering and specular reflection at a surface  Explain colours and the different frequencies of light, white light and prisms (qualitative only) |  | |
| **Vocabulary** | Thermal conductor  Electrical conductor  solute and soluble  insoluble  solvent  solution  reversible/physical change  irreversible/chemical change  Recap: properties of material vocab, burning,  dissolve  pollination  fertilisation including internal and  external  sexual reproduction  Asexual reproduction  metamorphosis  larva  dispersal  gestation  Recap: sperm, egg, bulb | light ray iris pupil cornea lens incident and reflected rays recap words: reflect, reflection, transparent, translucent, opaque, shadow  White and red blood cells  plasma  platelet  circulatory system  oxygenated/deoxygenated  veins and arteries  respiratory  recap words: nutrients, health |  | |
| **Personal Development** |  |  |  | |
| Quick quiz | Name two natural materials.  Write the meaning of these properties of materials: a. permeable b. absorbent c. flexible  What does it mean if a change is reversible? Can you give on example?  What does it mean if a change is irreversible? Can you give an example?  What is the difference between a chemical and physical change?  What is the correct scientific words for: a. Something that does not dissolve in water b. Water or another liquid that has something already dissolved into it  Name two things that would make something dissolve quicker in water.  Tick all the changes below that are irreversible I have a mixture of salt water, fine sand and gravel. If I didn’t want to keep the water at the end, what three steps could I take to separate them and in what order?  Name two properties of each of these materials that make them good for doing their jobs. | What are the 2 types of variation called?  What is the difference between genetic and environmental variation?  Can you name one animal that lives in a hot climate and explain how it is adapted to its environment?  Explain in your own words how light travels.  Can you explain how a shadow is formed?  Are all shadows the same size? Why?  What is meaning of the words reflection?  What are the parts of the eye called?  What is an incident ray? | What components do you need to make a simple circuit?  . Can you draw a diagram of a simple circuit using the correct symbols?  Using the equipment on your table, make the bulb light up. Explain to your partner why this works.  What parts of the body make up the circulatory system?  What is the function of the red blood cells?  What is the function of the white blood cells? 4. What is the function of plasma?  What is the function of a platelet?  How many chambers does the heart have and what are their names?  Do veins carry only deoxygenated blood? Explain how you know.  How are nutrients transported around the body? Describe in 2 ways how excercise can have a positive impact on your body’s function.  Describe how diet can have a: a)positive impact b)negative impact | |