Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

SCIENCE
PROGRESSION MAP

Year 4			
	AUTUMN TERM	**SPRING TERM**	**SUMMER TERM**
	'What's that sound?' **Sound** **'Living Things'** **Living Things & Their Habitats**	**'Looking at States'** **States of Matter** **'Teeth and Eating'** **Animals Including Humans**	**'Power it up!'** **Electricity**
Domain	Progression Statement		
Biology	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	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	
Chemistry		Compare and group materials together, according to whether they are solids, liquids or gases	

		Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 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)	
Physics	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 an object that produced it Find patterns between the volume of the sound and the strength pf the vibrations that produced it Recognise that sounds get fainter as the distance from the sound from the sound source increases		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.
Working Scientifically	Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests Make systematic observations, using simple equipment Use standard units when taking measurements Record findings in various ways With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence		

	With prompting, suggest conclusions from enquiries Suggest how findings could be reported Gather and record data about similarities, differences and changes With prompting, suggest conclusions that can be drawn from data Suggest possible improvements or further questions to investigate

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.