**Autumn 1 – ELECTRICITY**

**Name common devices that need electricity to work.**

**Identifying names of different parts of a circuit.**

**Explain how to make a simple circuit including a switch.**

**Know common conductors and insulators of electricity linking to basic safety i.e. not to put water near plugs as this is a good conductor of electricity.**

**Spring 1 – SOUND**

**Know that sound is made by vibrations and that these vibrations travels to the ear through the air.**

**Explain the difference between pitch and volume.**

**Sound volume becomes fainter as the distance increase linked to strength of vibrations.**

**Explain how to change the pitch of an instrument i.e. Length of strings.**

**Autumn 2 – Human Digestion and Teeth**

**Use key vocabulary for different teeth including incisor, molar and canine.**

**Explain what different types of teeth are used for when eating.**

**Name the different parts of the digestive system.**

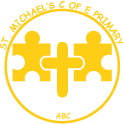
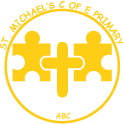
**Explain how the digestive system works.**

**Rossington St. Michael’s**

**C of E Primary School.**

**‘Sticky Knowledge’ Mat**

**Year 4**



**Spring 2 – STATES OF MATTER**

**Know the names of the three states of matter - solid, liquid and gas.**

**Know some properties of each state of matter linked to particles.**

**Explain how you can change water from one state to another using vocabulary such as melting, freezing and heating.**

**Explain the water cycle using ‘evaporation’ and ‘condensation’**

**Summer – Living Things and Habitats**

**Know that all food chains start with a plant – producer and have prey and predators.**

**State the variety of ways ways living organisms are grouped using classification e.g. mammal, habitat, herbivore.**

**Explain the difference between herbivores, carnivores and omnivores using examples.**

**Know that environments change and how these changes effect living organisms.**

**Disciplinary Knowledge – Working Scientifically**

**Suggest questions to be tested. Make predictions explaining reasons for these. State what constitutes a fair text.**

**Make relevant observations and comparisons. Use a range of measuring equipment for temperature, time and forces.**

**State why measurements may need to be repeated. Carry out a fair test explaining what makes it a fair test. Begin to draw reasonable conclusions from test evidence.**

**Begin to suggest improvements for future experiments.**