



Science- National Curriculum Coverage Tracker



Year 4

		A1	A2	A3	B1	B2	B3
Working scientifically During year 4 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	Ask relevant questions and using different types of scientific enquiries to answer them.	X	X	X	X	X	X
	Setting up simple practical enquiries, comparative and fair tests.	X	X		X	X	
	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	X		X			X
	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	X	X	X	X	X	X
	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	X	X	X	X	X	X
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	X	X	X	X	X	X
	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	X	X	X	X	X	X
	Identifying differences, similarities or changes related to simple scientific ideas and processes.	X	X	X	X	X	X
	Using straightforward scientific evidence to answer questions or to support their findings.	X	X	X	X	X	X
Living Things and their Habitats	Recognise that living things can be grouped in a variety of ways.	X					
	Investigate the way in which water is transported within plants.	X					
	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	X					
	Recognise that environments can change and that this can sometimes pose dangers to living things.	X					
Animals, including humans	Describe the simple functions of the basic parts of the digestive system in humans.				X		

	Identify the different types of teeth in humans and their simple functions.				X		
	Construct and interpret a variety of food chains, identifying producers, predators and prey.				X		
States of Matter	Compare and group materials together, according to whether they are solids, liquids or gases.						X
	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).						X
	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.						X
Sound	Identify how sounds are made, associating some of them with something vibrating.	X					
	Recognise that vibrations from sounds travel through a medium to the ear.	X					
	Find patterns between the pitch of a sound and features of the object that produced it.	X					
	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	X					
	Recognise that sounds get fainter as the distance from the sound source increases.	X					
Electricity	Identify common appliances that run on electricity.					X	
	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.					X	
	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.					X	
	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.					X	
	Recognise some common conductors and insulators, and associate metals with being good conductors.					X	

A1- HOW DOES HUMANKIND LEAVE ITS MARK ON THE WORLD?

A2- HOW CAN WE FEED 10 BILLION?

A3- WHAT WAS THE LEGACY OF THE ROMAN EMPIRE?

B1- IS IT RIGHT TO FIGHT?

B2- HOW DO WE NEED BURPS, BOTTOMS AND BILE? and WHAT CAN WE DISCOVER FROM MYTHS AND LEGENDS?

B3- HOW DO CITIES DEVELOP?

