

Curriculum Checker



Subject: **Science**

✓ Main Programme of Study

✓ Linked Programme of Study

Subject Area	Code	Programme of Study	Year 4 Love To Investigate Choices																				
			How does toothpaste protect teeth?	What is spit for?	What conducts electricity	How do smells get up your nose	Where does water go?	How far can sound travel?	Can we block sound?	How can we change a sound?	Are all liquids runny?	What do squirrels eat?	Can you make a circuit from play dough?	How does pollution affect habitats?	How do plugs work?	Are all sea creatures the same?	How far can an arrow travel?	What are catapults for?	How did Vikings dye their clothes?	Did the Romans use toilet roll?	Can worms sense danger?	Why does it flood?	Is custard a liquid?
Animals (Including Humans)	Sc A 1 Y4	Describe the simple functions of the basic parts of the digestive system in humans.		✓																			
Animals (Including Humans)	Sc A 2 Y4	Identify the different types of teeth in humans and their simple functions.	✓																				
Animals (Including Humans)	Sc A 3 Y4	Construct and interpret a variety of food chains, identifying producers, predators and prey.									✓									✓			
Electricity	Sc E 1 Y4	Identify common appliances that run on electricity.												✓									
Electricity	Sc E 2 Y4	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.			✓				✓														
Electricity	Sc E 3 Y4	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.										✓											
Electricity	Sc E 4 Y4	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.										✓											

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Electricity	Sc E 5 Y4	Recognise some common conductors and insulators, and associate metals with being good conductors.			✓																		
Living Things and their Habitats	Sc LT 1 Y4	Recognise that living things can be grouped in a variety of ways.									✓				✓								
Living Things and their Habitats	Sc LT 2 Y4	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.													✓								
Living Things and their Habitats	Sc LT 3 Y4	Recognise that environments can change and that this can sometimes pose dangers to living things.											✓							✓	✓		
Sound	Sc S 1 Y4	Identify how sounds are made, associating some of them with something vibrating.								✓													
Sound	Sc S 2 Y4	Recognise that vibrations from sounds travel through a medium to the ear.								✓													
Sound	Sc S 3 Y4	Find patterns between the pitch of a sound and features of the object that produced it.								✓													
Sound	Sc S 4 Y4	Find patterns between the volume of a sound and the strength of the vibrations that produced it.									✓												
Sound	Sc S 5 Y4	Recognise that sounds get fainter as the distance from the sound source increases.									✓												

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States of Matter	Sc SM 1 Y4	Compare and group materials together, according to whether they are solids, liquids or gases.				✓					✓												✓
States of Matter	Sc SM 2 Y4	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 (iC).				✓																	
States of Matter	Sc SM 3 Y4	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.					✓															✓	
Working Scientifically	Sc WS 1 LKS2	Ask relevant questions and using different types of scientific enquiries to answer them.														✓						✓	
Working Scientifically	Sc WS 2 LKS2	Set up simple practical enquiries, comparative and fair tests.		✓							✓	✓	✓	✓					✓		✓		
Working Scientifically	Sc WS 3 LKS2	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.				✓	✓	✓	✓				✓			✓	✓		✓				✓
Working Scientifically	Sc WS 4 LKS2	Gather, record, classify and present data in a variety of ways to help in answering questions.			✓										✓	✓			✓				

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Working Scientifically	Sc WS 5 LKS2	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.			✓		✓							✓		✓	✓						
Working Scientifically	Sc WS 6 LKS2	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	✓	✓				✓				✓						✓					
Working Scientifically	Sc WS 7 LKS2	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.							✓	✓		✓	✓	✓			✓	✓					
Working Scientifically	Sc WS 8 LKS2	Identify differences, similarities or changes related to simple scientific ideas and processes.	✓				✓				✓						✓		✓		✓	✓	
Working Scientifically	Sc WS 9 LKS2	Use straightforward scientific evidence to answer questions or to support their findings.				✓					✓								✓	✓			