

Wales Primary School Science Curriculum: Year 4

Core Scientific Skills	Biology	Chemistry	Physics
<p><u>Working Scientifically</u></p> <ol style="list-style-type: none"> 1. Asking relevant questions 2. Using scientific enquiry to answer questions 3. Set up simple enquiries, comparative and fair tests 4. Making systematic and careful observations, taking accurate measurements 5. Gathering, recording, classifying and presenting data in a variety of ways to answer questions 6. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 7. Reporting on findings from enquiries, explaining results and conclusions 8. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 9. Identify differences, similarities or changes related to simple scientific ideas and processes 10. Using straightforward scientific evidence to answer questions or support findings 	<p><u>Living things and their habitats</u></p> <ol style="list-style-type: none"> 1. Recognise that living things can be grouped in a variety of ways 2. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 3. Recognise that environments can change and that this can sometimes pose dangers to living things 	<p><u>States of matter</u></p> <ol style="list-style-type: none"> 1. Compare and group materials together, according to whether they are solids liquids or gases 2. Observe that some materials change state when they are heated and cooled; measure or research the temperature at which this happens 3. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p><u>Sound</u></p> <ol style="list-style-type: none"> 1. Identify how sounds are made, associating some of them with something vibrating 2. Recognise that vibrations from sounds travel through a medium to the ear 3. Find patterns between the pitch of a sound and features of an object that produced it 4. Recognise that sounds get fainter as the distance from the sound increases
	<p><u>Animals, including humans</u></p> <ol style="list-style-type: none"> 1. Describe the simple functions of the basic parts of the digestive system in humans 2. Identify the different types of teeth in humans and their simple functions 3. Construct and interpret the different types of food chains, identifying producers, predators and prey <p><u>Link to DT</u></p> <ol style="list-style-type: none"> 4. Understand and apply the principals of a healthy and varied diet 5. Prepare and cook a variety of predominantly savoury dishes using cooking techniques 		<p><u>Electricity</u></p> <ol style="list-style-type: none"> 1. Identify common appliances that run on electricity 2. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 3. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamps is part of a complete loop with a battery 4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights 5. Recognise some common conductors and insulators and associate metals with being good conductors

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Art	Geography	Modern Foreign Languages	Physical Education
<p><u>Create and communicate</u> 1. Use sketch books to collect, record and evaluate ideas</p> <p><u>Using techniques to create effect</u> 2. Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p><u>Appreciation of artists who inspire and influence us</u> 3. Learn about great artists, architects and/or designers</p>	<p><u>Location Knowledge</u> 1. Locate countries in Europe and Americas finding key physical and human features</p> <p><u>Place Knowledge</u> 2. Study a region of UK (not local) identifying physical and human features</p> <p><u>Human and Physical Geography</u> 3. Describe and understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements and trade links</p> <p><u>Skills and Fieldwork</u> 4. Use 8 points of the compass, symbols and keys 5. Use field work to observe, measure and record</p>	<p><u>Listening, Exploring and Speaking</u> 1. Listen and engage 2. Ask and answer questions 3. Speak in sentences using familiar vocabulary</p> <p><u>Understanding and Communication</u> 4. Develop accurate pronunciation 5. Show understanding of words and phrases 6. Appreciate songs, stories, poems and rhymes 7. Broaden vocabulary</p>	<p><u>Acquiring and developing skills</u> 1. Use movements, skills and actions in isolation or combination 2. Develop flexibility and control in gym, dance and athletics</p> <p><u>Selecting and applying</u> 3. Play competitive games 4. Develop and apply principles behind strategies, tactics and ideas (eg attacking and defending)</p> <p>5. Perform dances using a range of patterns</p> <p><u>Evaluate and improve</u> 6. Compare performances to achieve personal bests 7. identify what makes a performance effective</p> <p><u>Knowledge and understanding of fitness and health</u> 8. How exercise affects the body 9. Warm up and prepare appropriately for physical activities</p>
Design Technology	History	Music	RE
<p><u>Design</u> 1. Use research and develop design criteria to inform the design of products that are fit for purpose 2. Use annotated sketches, prototypes and computer aided design to explain ideas</p> <p><u>Make</u> 3. Select and use a wide range of tools to perform practical tasks accurately 4. Select from and use a wide range of materials and components</p> <p><u>Evaluate</u> 5. Evaluate existing products 6. Improve own products using design criteria</p> <p><u>Technical Knowledge</u> 7. Use mechanical systems in own products 8. Understand a healthy diet when preparing and cooking savoury dishes</p>	<p><u>Chronological Understanding</u> 1. Place events and people into the correct time period 2. Use correct dates and vocabulary related to the passing of time</p> <p><u>Knowledge and understanding of events, people and changes</u> 3. Understand the features of the periods/societies studied (ideas, attitudes, beliefs of men, women and children) 4. Identify and describe reasons for historical events, situations and changes</p> <p><u>Historical interpretation</u> 5. Recognise that the past is represented and interpreted in different ways</p> <p><u>Historical enquiry</u> 5. Find out about events, people and changes using a wide range of sources 6. Ask and answer questions about the past</p>	<p><u>Play and Perform</u> 1. Use voice and instruments with increasing accuracy, control and expression</p> <p><u>Create and Compose</u> 2. Improvise and compose music</p> <p><u>Listen, Understand and Appreciate</u> 3. Appreciate a wide range of live and recorded music</p> <p><u>Music Over Time</u> 4. Begin to develop a sense an understanding of musical history</p>	<p><u>Learning about Religion</u> 1. Describe the key aspects of religions; the people, stories and traditions 2. Describe practices and ways of life in religions 3. Identify and describe similarities and differences within and between religions and festivals 4. Investigate the significance of religion in the local, national and global communities 5. Consider the meaning of a range of forms of religious expression 6. Describe religious responses to ethical questions</p> <p><u>Learning from Religion</u> 7. Reflect on belonging to a faith community 8. Respond to challenges of commitment 9. Discuss views of religious truth and belief 10. Reflect on right and wrong and responses to them</p>

