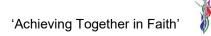
St John Vianney Catholic Primary School	
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St John Vianney Catholic Primary School Year Four Intent		Implementation		'Achieving Together in Faith'		
It is our intention a taught essential as methods, processe Through building u foundational knowl pupils should be en the power of explai sense of excitemen natural phenomena encouraged to und can be used to exp predict how things analyse causes. So be embedded with curriculum.		the knowledge, ses of science. of key d concepts, ed to recognise ad develop a priosity about should be how science it is occurring, ave, and vocabulary will	language, recording and techniques.		The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their age related starting points, and within their everyday lives.	
Living things and their habitats	Animals including humans	States o	of matter	Sound		Electricity
I can recognise that living things can be grouped in a variety of ways.	I can describe the simple functions of the basic parts of the digestive system in humans.	nctions of the basic parts group mater the digestive system in together, acc		I can identify how sou are made, associating some of them with something vibrating.		I can identify common appliances that run on electricity.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment transported within plants.	I can identify the different types of teeth in humans and their simple functions.	I can observed materials char when they and cooled, and research the at which this degrees Cels	ange state re heated or measure or temperature happens in	I can recognise that vibrations from sound travel through a medi to the ear.	-	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

I can recognise that environments can change and that this can sometimes pose dangers to living things.	I can construct and interpret a variety of food chains, identifying producers, predators and prey.	I can Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound/ the strength of the vibrations that produced it.	I can identify whether or not a lamp will light in a simple series circuit. I can recognise that a switch opens and closes a circuit linking this with whether or not a lamp lights in a simple series circuit.
			I can recognise that sounds get fainter as the distance from the sound source increases.	I can recognise some common conductors and insulators, and associate metals with being good conductors.
	<ul> <li>skills through the teaching of</li> <li>Asking relevant questions</li> <li>Setting up simple pratice</li> <li>Making systematice</li> <li>Making systematice</li> <li>Gathering, recording questions</li> <li>Recording findings up</li> </ul>	s should be taught to use the of the programme of study co stions and using different type actical enquiries, comparative and careful observations and, , using a range of equipment g, classifying and presenting o	es of scientific enquiries to ar	nswer them ccurate measurements d data loggers elp in answering
Lower Key Stage Two Year Four	<ul> <li>charts, and tables</li> <li>Reporting on findings results and conclusion</li> </ul>		ral and written explanations, o	displays or presentations of





<ul> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>