

National Curriculum-Progression in Science	VOCABULARY	YEAR FOUR
Knowledge	Vocabulary <i>Yellow - words <u>most</u> children will already know</i> <i>Green - new vocabulary to teach and assess against</i> <i>Blue - aspirational vocabulary</i>	Specifics (e.g. which animals/plants are you focusing on?)
<p><u>Living things and their Habitats</u></p> <p>LH1 recognise that living things (including those in the locality) can be grouped in a variety of ways</p> <p>LH2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>LH3 recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><i>Fish, birds, snails, slugs, worms, spiders, insects, flowering, non-flowering</i></p> <p><i>environment, Amphibians, Reptiles, Mammals, Habitats, microorganisms, Vertebrates, Invertebrates, adaptation and sources, classification, classification keys,</i></p> <p><i>ecologically, nature reserves</i></p>	<p>North America Animal Ideas: -</p> <p>Brown Bear</p> <p>The American Beaver</p> <p>The American Alligator</p> <p>The American Moose</p> <p>The Monarch Butterfly</p> <p>The nine-banded Armadillo</p> <p>The Arctic Wolf</p> <p>The Gila Monster (lizard)</p> <p>The Caribou</p> <p>The Black footed ferret</p> <p>Cougar</p> <p>Coyote</p> <p>Bobcat</p> <p>North America Plant Ideas: -</p> <p>Native to North America</p> <p>Plants -</p> <p>Mosses, Ferns and Grasses</p>

<p><u>Animals including Humans</u> AH1 describe the simple functions of the basic parts of the digestive system in humans AH2 identify the different types of teeth in humans and their simple functions AH3 construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Mouth, Tongue, Teeth, Stomach, Predator, Prey Oesophagus, Small Intestine, Large Intestine, anus, rectum Herbivore, Carnivore, Canine, Incisor, Molar, Producers, Consumer Chemical enzymes, Gastric acid</p>	<p>4 or 5 stage food chain</p>
<p><u>States of Matter</u> SM1 compare and group materials together, according to whether they are solids, liquids or gases SM2 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) SM3 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Temperature, Freezing, Heating, melting, cooling Solid, Liquid, Gas, Evaporation, Condensation, Particles, Water vapour, Water cycle, Precipitation, container, changing state, thermometer, Boiling point Solidify, Transpiration</p>	

<p><u>Sound</u></p> <p>S1 identify how sounds are made, associating some of them with something vibrating</p> <p>S2 recognise that vibrations from sounds travel through a medium to the ear</p> <p>S3 find patterns between the pitch of a sound and features of the object that produced it</p> <p>S4 find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>S5 recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Volume, Speaker, sound, travel</p> <p>Vibration, sound wave, Pitch, Tone, sound source, vibrate, echo, tune</p> <p>Insulation, strength of vibration, reflection of sound</p>	
<p><u>Electricity</u></p> <p>E1 identify common appliances that run on electricity</p> <p>E2 construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer</p> <p>E3 identify whether or not a lamp will light in a simple series circuit/</p> <p>E4 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>E5 recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Electricity, Battery, Bulb, lamp</p> <p>Cells, Wires, Switches, Buzzers, Circuit, Series, Conductors, Insulator, series circuit, open and closed circuit, positive, negative</p> <p>Voltage, volt</p>	