

ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: Science		YEAR 4	FOCUS: Biology And Physics	SUMMER TERM UNIT 5: Classification UNIT 6: Sound
Knowledge Focus	Biology Living Things & Their Habitats		PHYSICS Sound	
National Curriculum Knowledge	<p><i>-Recognise that living things can be grouped in a variety of ways</i></p> <p><i>-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></p> <p><i>-Recognise that environments can change and that this can sometimes pose dangers to living things.</i></p>		<p><i>-Identify how sounds are made, associating some of them with something vibrating</i></p> <p><i>-Recognise that vibrations from sounds travel through a medium to the ear</i></p> <p><i>-Find patterns between the pitch of a sound and features of the object that produced it</i></p> <p><i>-Find patterns between the volume of a sound and the strength of the vibrations that produced it</i></p> <p><i>-Recognise that sounds get fainter as the distance from the sound source increases.</i></p>	
Year 4 Summer 1	<p>CLASSIFICATION</p> <p>Children Will:</p> <ul style="list-style-type: none"> ➤ Group living things according to known features i.e., vertebrates, invertebrates, flowering and non-flowering plants, ➤ Use classification keys to identify plants and animals. ➤ Create simple classification keys using animals and plants. 		<pre> graph TD Q1[Does it lay eggs?] -- Yes --> Q2[Does it live in water?] Q1 -- No --> Q3[Does it have warm blood?] Q2 -- Yes --> B1[] Q2 -- No --> Q4[Does it fly or have wings?] Q3 -- Yes --> B2[] Q4 -- Yes --> B3[] Q4 -- No --> Q5[Does it live on land and in water?] Q5 -- Yes --> B4[] Q5 -- No --> B5[] </pre>	

ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: Science		YEAR 4	FOCUS: Biology And Physics	SUMMER TERM UNIT 5: Classification UNIT 6: Sound
Knowledge Focus	Biology Living Things & Their Habitats		PHYSICS Sound	
National Curriculum Knowledge	<p>-Recognise that living things can be grouped in a variety of ways</p> <p>-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>-Recognise that environments can change and that this can sometimes pose dangers to living things.</p>		<p>-Identify how sounds are made, associating some of them with something vibrating</p> <p>-Recognise that vibrations from sounds travel through a medium to the ear</p> <p>-Find patterns between the pitch of a sound and features of the object that produced it</p> <p>-Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>-Recognise that sounds get fainter as the distance from the sound source increases.</p>	
Year 4 Summer 2			<p>SOUND</p> <p>Children Will Know:</p> <ul style="list-style-type: none"> ➤ That sounds are made when something vibrates ➤ That vibrations from sound travel through different materials before they reach the ear. ➤ Understand features of an object in relation to the pitch it creates. ➤ Understand the relationship between volume and the strength of the vibrations that create a sound. ➤ Understand the best materials to provide insulation against sound. 	

