

## Making progress with scientific vocabulary

### Year 4

Children will have the opportunity to use the following **additional** vocabulary, including but not exclusively:

| Working Scientifically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Living things in their habitats                                                                                                                                                                                                                                                                                                                                                                                                                    | Animals including Humans                                                                                                                                                                                                                                                                                                                                                                                 | States of matter                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sound                                                                                                                                                                                                                                                                                                                                                                                                           | Electricity                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>words relating to enquiry:</b><br/>change variable, measurement variable, systematic (recording and observations)</p> <p><b>words relating to conveying scientific ideas:</b><br/>link, (relationship), effect, to model (e.g. in describing the digestive system), find patterns</p> <p><b>words and phrases for making comparisons:</b><br/>appearance, loud, louder, loudest, quiet, quieter, quietest, high, higher, highest (pitch), low, lower, lowest (pitch), faster, slower, bright, brighter, brightest, dim, dimmer, dimmest, conductor, insulator.</p> | <p><b>words relating to classification:</b><br/>variety, environment, habitat, fish, amphibians, reptiles, mammals, birds, vertebrates, invertebrates (e.g. slugs, snails, worms, spiders, insects), flowering plants, grass, non-flowering plants, mosses, ferns.</p> <p><b>words relating to the environment:</b><br/>environment, habitat, local, danger, human impact, positive, negative, effects, ecology, pollution, litter, population</p> | <p><b>words relating to digestion :</b><br/>digestive system, mouth, teeth, (milk teeth), (root), (jaw), canines, incisor, molar, pre-molar, tooth decay, saliva, (stomach acid) tongue, cut rip, tear, chew, grind, oesophagus, stomach, small intestine, large intestine, rectum anus</p> <p><b>words related to food chains:</b><br/>carnivore (carnivorous) , herbivore (herbivorous) , omnivore</p> | <p><b>words related to states of matter:</b><br/>solid, liquid, gas (and named examples of each e.g. iron, water, oxygen, air)<br/>powder, grains, granular, crystals, change.</p> <p><b>words related to changing states:</b><br/>heat, temperature, Celsius, °C, change state, ice, water, water vapour, heated, heating, cold, cooling, cooled, melt, freeze, (solidify), melting point, (molten), boil, boiling point.</p> <p><b>words related to change in the water cycle:</b></p> | <p><b>words relating to sound:</b><br/>vibrate, vibration, sound, source of sound, noise, travel, (solids, liquids, gases – medium), pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength, insulate, insulation, string, length, thickness, tension, column of air, tuned percussion, percussion instruments (named), stringed instruments (names) brass and woodwind instruments (named)</p> | <p><b>words relating to electricity:</b><br/>electricity, electrical, mains, battery, appliance, device, plug, socket, electrical circuit (the use of the term series is not necessary yet), flow, complete circuit, circuit diagram, (circuit symbol – not required here as this is taught in Y6), open, closed, break the circuit, metals, conductor,</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                  |                                                                                    |  |                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------|
| <p><b>words relating to data collection/recording:</b><br/>classification key,<br/>temperature, degrees Celsius, °C, circuit diagram, (electrical symbol – taught in Y6), graph, model.</p> <p><b>words relating to equipment:</b><br/>components, cell, battery, wire, crocodile clip, bulb, wire, lamp, bulb holder, battery holder, switch, buzzer, (motor). Variety of musical instruments.</p> |  | <p>(omnivorous), food chain, life cycle, producer, consumer, predator, prey.</p> | <p>evaporate, evaporation, condense, condensation, precipitation, water cycle.</p> |  | <p>insulator, materials, gap, switch, (positive/negative terminal) (connect, connection), loose connection.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------|