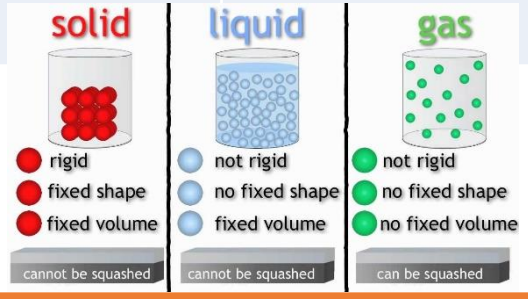
GGA- Year 4 Summer 1 Knowledge Organiser States of Matter

Vocabulary

Solid	Liquid
Gas	Condensation
Evaporation	Particles
Precipitation	Cooling
Freezing	Melting
Temperature	Vibrations



Skills that I am going to learn.

Ask relevant questions and use different types of scientific enquiries to answer them	Eg. To find out what solids, liquids and gases are.
Set up simple practical enquiries with a fair test.	Eg. To investigate what happens to a solid, liquid or gas if the temperature changes.
Make careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers.	Eg. Use thermometers to measure the temperature, or stop watches to measure time, of changes that may take place to a solid, liquid or gas.
Gather, record, classify and present data in a variety of ways to help in answering questions	Eg. Complete an investigation and record the results and conclude why you think this happened using scientific vocabulary.
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Eg. Use the results of an investigation to create your own investigation or ways to improve the investigation completed.

Why are we learning this?

To know how…

- Solid, liquids and gases can change form
- Some changes are linked to temperature
- Solids, liquids and gases are linked to the water cycle.

Why is it important?

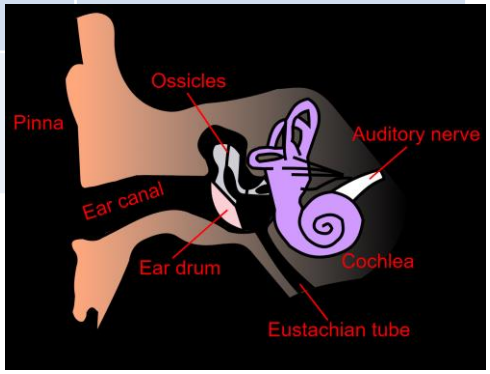
So we understand…

- That solids, liquids and gases can change from one to another
- How temperature can impact if something is a solid, liquid or gas

GGA- Year 4 Summer 2 Knowledge Organiser Sound

Vocabulary

Sound Waves	Volume
Amplitude	Frequency
Power	Source
Transmit	Travel
Decibels	Vibrations
Medium	



Skills that I am going to learn.

Make systematic and careful observations and, where appropriate, using a range of equipment including data loggers.	Eg. Taking data loggers outside and measuring how distance effects sound.
Set up simple practical enquiries, comparative and fair tests.	Eg. Understanding how sound travels and what can impact this.
Record findings using scientific language, drawings, labelled diagrams, bar charts and tables.	Eg. Understanding how the ear works, drawing and labelling the ear.
Use straightforward scientific evidence to answer questions or to support findings.	Eg. Use scientific vocabulary to explain what you have found out through investigations.
Ask relevant questions and use different types of scientific enquiries to answer them	Eg. How does sound travel?

Why are we learning this?

To know how…

- Sounds travel
- Distance can effect sound
- We hear different sounds
- Sounds change
- We measure sounds

Why is it important?

So we understand…

- How the ear works to hear sounds
- How sound travels
- The different sounds we can hear e.g. Pitch
- How distance can effect the volume of sound