



## Working Scientifically

Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus).

*I can ask relevant questions and use different types of scientific enquiries to answer them.*

Set up simple practical enquiries, comparative and fair tests (Year 4 focus).

*I can set up practical enquiries, comparative and fair tests.*

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus).

*I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.*

Gather, record, classify and present data in a variety of ways to help with answering questions (Year 4 focus).

*I can gather, record, classify and present data in a variety of ways to help with answering questions.*

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus).

*I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.*

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus).

*I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.*

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus).

*I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.*

Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus).

*I can identify differences, similarities or changes related to scientific ideas and processes.*

Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus).

*I can use scientific evidence to answer questions or to support my findings.*

## Animals Including Humans

Describe the simple functions of the basic parts of the digestive system in humans.

*I can explain some parts of the digestive system in humans.*

Identify the different types of teeth in humans and their simple functions.

*I can explain the different types of teeth in humans and what they do.*

Construct and interpret a variety of food chains, identifying producers, predators and prey.

*I can describe and explain a variety of food chains, naming producers, predators and prey.*

## Electricity

Identify common appliances that run on electricity.

*I can talk about common appliances that run on electricity.*

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

*I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.*

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

*I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.*

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

*I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.*

Recognise some common conductors and insulators, and associate metals with being good conductors.

*I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.*

## Living Things & Their Habitats

Recognise that living things can be grouped in a variety of ways.

*I can show that living things can be grouped together in various ways.*

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

*I can explore and use classification keys to help group, identify and name a variety of living things.*

Recognise that environments can change and that this can sometimes pose dangers to living things.

*I can explain that environments can change and that this sometimes means that living things are put in danger.*

## Sound

Identify how sounds are made, associating some of them with something vibrating.

*I can explain how sounds are made and show that some of them are linked to vibrations.*

Recognise that vibrations from sounds travel through a medium to the ear.

*I can explain that vibrations from sounds travel through a medium to the ear.*

Find patterns between the pitch of a sound and features of the object that produced it.

*I can find patterns between the pitch of a sound and features of the object that produced it.*

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

*I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.*

Recognise that sounds get fainter as the distance from the sound source increases.

*I can show that sounds get fainter as the distance from the sound source increases.*

## States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases.

*I can group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes.*

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).

*I can demonstrate and explain 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).*

Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.

*I can correctly talk about the part played by evaporation and condensation in the water cycle, and can show a link between the rate of evaporation and temperature.*

