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| **Science Skills***Expected by End of Year 4* |
| **Living things and their habitats** | **Animals, including humans** |
| * recognise that living things can be grouped in a variety of ways
* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* recognise that environments can change and that this can sometimes pose dangers to living things.
 | * describe the simple functions of the basic parts of the digestive system in humans
* identify the different types of teeth in humans and their simple functions
* construct and interpret a variety of food chains, identifying producers, predators and prey
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| **States of matter** |  **Sound** |
| * compare and group materials together, according to whether they are solids, liquids or gases
* 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)
* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
 | * identify how sounds are made, associating some of them with something vibrating
* recognise 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
* find patterns 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.
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|  **Electricity** | **Working Scientifically** |
| * identify 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
* 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
* recognise 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.
 | * asking relevant questions and using different types of scientific enquiries to answer them
* setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
* identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings. |

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| **Science Assessment***Expected by End of Year 4* |
| **Plants** | **Animals, including humans** |
| **Below Expectation**  | **Above Expectation** | **Below Expectation** | **Above Expectation** |
| **States of matter** |  **Sound** |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
|  **Electricity**  | **Working Scientifically** |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |