**What I need to do in science in Year 4**

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| **Working scientifically, I need to be able to:** |  | **☺** | **😐** |
| ask relevant questions and use different types of scientific enquiries to answer them |  |  |  |
| use straightforward scientific evidence to answer questions or to support my findings. |  |  |  |
| identify differences, similarities or changes related to simple scientific ideas and processes |  |  |  |
| use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |  |  |  |
| report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |  |  |
| record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |  |  |
| gather, record, classify and present data in a variety of ways to help in answering questions |  |  |  |
| make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |  |  |
| set up simple practical enquiries, comparative and fair tests |  |  |  |

**What I need to do in Year 4: Living things and their habitats**

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| **I need to be able to:** |  | **☺** | **😐** |
| 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. |  |  |  |

**What I need to do in Year 4: Animals including humans**

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| **I need to be able to:** |  | **☺** | **😐** |
| 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. |  |  |  |

**What I need to do in Year 4: States of matter**

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| **I need to be able to:** |  | **☺** | **😐** |
| 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 |  |  |  |
| associate the rate of evaporation with temperature. |  |  |  |

**What I need to do in Year 4: Sound**

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| **I need to be able to:** |  | **☺** | **😐** |
| identify how sounds are made, associating some of them with something vibrating. |  |  |  |
| recognises 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. |  |  |  |

**What I need to do in Year 4: Electricity**

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| **I need to be able to:** |  | **☺** | **😐** |
| 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. |  |  |  |