**Year 4 Science**

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| **Working Scientifically** | **Biology**  **(Living things and their habitats/ Animals, including humans)** | **Chemistry**  **(States of Matter)** | **Physics**  **(Sound/Electricity)** |
| I can ask relevant scientific questions and use different types of scientific enquiries to answer them. | I can group living things in different ways. | **I can compare and group materials based on their state of matter (solid, liquid, gas).** | **I can identify how sound is made, associating some of them with something vibrating.** |
| I can set up a simple practical enquiries. | I can explore and use classification keys to group, identify and name living things in the local and wider environment. | **I can observe and describe how some materials change state when they are heated or cooled.** | **I can recognise that vibrations from sounds travel through a medium to the ear.** |
| I can set up a fair, comparative tests and explain why they are fair. |
| I can make systematic, careful and accurate observations, including; the use of standard units. | **I recognise that environments can change and that this can have an impact on and sometimes pose dangers to living things.** | I can measure or research the temperature at which materials change state in degrees Celsius (°C). | **I can find patterns between the pitch of a sound and the features of the object that produced it.** |
| I can use equipment, including; thermometers and data loggers to make measurements. | **I can identify and name the parts of the human digestive system.** | **I can explain the water cycle and the part played by evaporation and condensation in this process.** | **I can find patterns between the volume of a sound and the strength of the vibrations that produced it.** |
| I can gather, record, classify and present data in different ways to answer scientific questions. | **I can describe the simple functions of the basic parts of the human digestive system.** | I can associate the rate of evaporation with temperature. | I can recognise that sound gets fainter as the distance from the sound source increases. |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | I can identify and describe the different types of teeth in humans and their functions. |  | I can identify and name appliances that require electricity to function. |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | **I can interpret food chains to identify producers, predators and prey.** |  | I can construct a series circuit. |
| I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | **I can construct food chains to identify producers, predators and prey.** |  | I can identify and name the components in a series circuit, including cells, wires, bulbs, switches and buzzers. |
| I can identify differences, similarities and changes related to simple scientific ideas and processes. |  |  | I can predict and test whether a lamp will light within a circuit. |
| I can use straightforward scientific evidence to answer questions or to support my findings. |  |  | I can 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 use, read and spell scientific vocabulary correctly and with confidence. |  |  | I can recognise some good conductors and insulators, giving examples of each and associate metals with being good conductors. |