

What do you know? Science



Year 4

Working Scientifically
I can ask relevant questions and use different types of scientific enquiries to answer them.
I can set up simple practical investigations, compare things and make fair tests.
I can make organised and careful observations and take accurate measurements using the right units using a range of equipment, including thermometers and data loggers.
I can gather, record, sort and present data in a variety of ways to help in answering questions.
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
I can report findings from investigations, including explaining by talking and writing about them, displaying or presenting results and conclusions.
I can use results to draw simple conclusions, make predictions, suggest improvements and ask more questions.
I can identify differences, similarities or changes related to simple scientific ideas and processes.
I can use clear scientific evidence to answer questions or to support my findings
Sounds
I can identify how sounds are made, associating some of them with something vibrating.
I can recognise that vibrations from sounds travel through a medium to the ear.
I can find patterns between the pitch of a sound and features of the object that produced it.
I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
I can recognise that sounds get fainter as the distance from the sound source increases.
States of Matter
I can compare and group materials together, according to whether they are solids, liquids or gases
I can 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
I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Living Things and their Habitats
I can recognise that living things can be grouped in a variety of ways.
I can explore and use keys to help group, identify and name a variety of living things in my local area and wider environment.
I can recognise that environments can change and that this can sometimes create dangers to living things.

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Animals including Humans

I can describe the simple functions of the basic parts of the digestive system in humans.

I can identify the different types of teeth in humans and their simple functions.

I can make and understand a variety of food chains, identifying producers, predators and prey.

Electricity

I can identify common appliances that run on electricity.

I can make a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

I can identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery

I can recognise that a switch opens and closes a circuit and link this with whether or not a lamp lights in a simple circuit.

I can recognise some common conductors and insulators, and associate metals with being good conductors