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| **Garden Suburb Junior School****Science****Year 4 National Curriculum Programme of Study Statements** |
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| **Working scientifically-** |
| I can ask relevant questions and use different types of scientific enquiries to answer them  |
| I can set up simple practical enquiries, comparative and fair tests |
| I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |
| I can gather, record, classify 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 on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |
| I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  |
| I can identify differences, similarities or changes related to simple scientific ideas and processes  |
| I can use straightforward scientific evidence to answer questions or to support findings  |
| **Living things and their habitats** |
| I can recognise that living things can be grouped in a variety of ways |
| I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment |
| I can recognise that environments can change and that this can sometimes pose dangers to living things |
| **Animals and 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 construct and interpret a variety of food chains, identifying producers, predators and prey |
| **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 (°C) |
| I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |
| **Sound**  |
| 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 |
| **Electricity**  |
| I can identify common appliances that run on electricity |
| I can construct a simple series 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 series 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 associate this with whether or not a lamp lights in a simple series circuit |
| I can recognise some common conductors and insulators, and associate metals with being good conductors |