

<b>Science: Year 4 National Curriculum Programme of Study Statements</b>
<b>Working scientifically-</b>
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
<b>Living things and their habitats</b>
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
<b>Animals and humans</b>
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
<b>States of matter</b>
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
<b>Sound</b>
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
<b>Electricity</b>
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