

Working Scientifically

Sound

Animals including humans

... plan and set up a fair test and isolate variables, explaining why it was fair and which variables have been

... they suggest improvements and predictions

... they identify, name and describe the functions of the basic parts of the digestive system in humans system.

... identify the simple function of different types of teeth in humans.

... they ask their own questions

... decide which information needs to be collected and decide which is the best way for collecting it

... understand that humans have molars for crushing food, canines for tearing food and incisors for cutting food.

... compare the teeth of herbivores and carnivores

... take measurements using different equipment and units of measure and record what they have found in a range of ways

... use a range of scientific equipments to take accurate measurements or readings.



... explain their findings in different ways (display, presentation, writing)

The Year 4 Scientist
How well can I ...

... identify, construct and interpret a variety of food chains, identifying producers, predators and prey

... know that plants are producers and animals are consumers.

... record and evaluate data using diagrams, labels, classification keys, tables, scatter graphs, bar graphs and line graphs

... find any patterns in their evidence or measurements.

... describe a range of sounds and explain how they are made

... explain how to change a sound (louder/softer)

... ask further questions based on their data and observations.

... make a prediction based on something they have found out.

... associate some sounds with something vibrating

... recognise how vibrations from sound travel through a medium to an ear

... identify differences, similarities or changes related to simple scientific ideas or processes

... ask further questions based on their data and observations.

... compare sources of sound and explain how the sounds differ

... I know that a sound gets quieter the further away from where it's made.

States of Matter

... they measure or research the temperature at which different materials change state in degrees Celsius

... describe how materials change state at different temperatures

... measurements to explain changes to the state of water

... explain everyday phenomena including the water cycle

... explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)

... explain how environmental changes have an impact on living things.

... compare and group materials together, according to whether they are solids, liquids or gases

... they explain what happens to materials when they are heated or cooled

Living things and their habitats

... classify and identify things into broad groups

... recognise that environments can change, and this can sometimes pose a danger to living things

Electricity

... identify common appliances that run on electricity

... construct a simple series electric circuit.

... 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 some common conductors and insulators, such as metals.

... identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers

... recognise symbols to represent simple series circuit diagrams

... recognise that a switch opens and closes a circuit

... associate a switch opening with whether or not a lamp lights in a simple series circuit



The Year 4 Scientist
How well can I ...