



Science

Year 4 - I can assessment statements

	Knowledge	Skills
Living things and their habitats	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>I can ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment</p> <p>I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>
Animals, Including Humans	<p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p> <p>I construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
States Of Matter	<p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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.</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use straightforward scientific evidence to answer questions and support my findings.</p>

<p>Sound</p>	<p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>	
<p>Electricity</p>	<p>I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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.</p> <p>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.</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	

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