

Science end of year expectations – Year 4 – All, Most and Some

<p>A) Working Scientifically</p>	<ol style="list-style-type: none"> 1. ALL: I ask relevant questions. 2. ALL: I can share my ideas for setting up simple, practical enquiries comparative and fair tests. MOST: I can set up simple practical enquiries, comparative and fair tests. SOME: I can independently set up and conduct practical enquiries, comparative and fair tests. 3. ALL: I can make accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers. 4. ALL: I can gather, record, classify and presenting data in a variety of ways to help in answering questions. 5. ALL: I can record findings using simple scientific language MOST: I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables SOME: I can record findings using complex scientific language, drawings, labelled diagrams, bar charts and tables and use these to draw scientific conclusions. 6. ALL: I can report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions. 7. ALL: I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests 8. ALL: I can identify differences, similarities or changes related to simple scientific ideas and processes.
<p>B) Living Things & their Habitats</p>	<ol style="list-style-type: none"> 1. ALL: I can recognise that living things can be grouped in a variety of ways 2. ALL: I can use identify and group a variety of familiar living things, using given examples. MOST: I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment SOME: I can identify and group a wide range of living things independently, explaining and evaluating my choices of classification keys. 3. ALL: I can recognise that environments can change and that this can sometimes pose dangers to living things.
<p>C) Animals including Humans</p>	<ol style="list-style-type: none"> 1. ALL: I can identify the basic parts of the human digestive system. MOST: I can describe the simple functions of the basic parts of the digestive system in humans SOME: I can evaluate the simple functions of the basic parts of the digestive system and use existing knowledge on how to keep this healthy. 2. ALL: I can identify the different types of teeth in humans and their simple functions 3. ALL: I can construct and interpret a variety of food chains, identifying producers, predators and prey.
<p>D) States of Matter</p>	<ol style="list-style-type: none"> 1. ALL: I can identify and group materials according to whether they are solids, liquids or gases MOST: I can compare and group materials together, according to whether they are solids, liquids or gases SOME: I can compare and group materials, according to whether they are solids, liquids or gases, explaining and evaluating my reasoning and choices.



	<ol style="list-style-type: none">2. ALL: 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)3. ALL: I can identify the part played by evaporation and condensation in the water cycle MOST: I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. SOME: I can describe part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature, making predictions as to how changes will affect the rate.
E) Sound	<ol style="list-style-type: none">1. ALL: I can identify how sounds are made, associating some of them with something vibrating2. ALL: I can recognise that vibrations from sounds travel through a medium to the ear3. ALL: I can notice that different materials produce differing pitches of sound MOST: I can find patterns between the pitch of a sound and features of the object that produced it SOME: I can find patterns and suggest ways in which an object could be altered to change the pitch of a sound.4. ALL: I can find patterns between the volume of a sound and the strength of the vibrations that produced it5. ALL: I can recognise that sounds get fainter as the distance from the sound source increases.
F) Electricity	<ol style="list-style-type: none">1. ALL: I can identify common appliances that run on electricity2. ALL: I can identify and name the basic parts of a given circuit. MOST: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers SOME: I can construct a simple circuit and explain the functions of each part and what would happen if these were not included.3. ALL: 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 battery4. ALL: 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 circuit5. ALL: I can identify some common conductors. MOST: I can recognise some common conductors and insulators, and associate metals with being good conductors. SOME: I can compare and group materials based on their ability to conduct or insulate electricity.