



Reinwood Junior School Key Assessment Criteria

Year 4 - Science (Biology)	Year 4 - Science (Chemistry & Physics)	Year 4 - Working Scientifically
<p>Biology -Living things and their habitats</p> <p>I can:</p> <ul style="list-style-type: none"> •recognise that living things can be grouped in a variety of ways •put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals. •put invertebrates into snails and slugs, worms, spiders, and insects. •recognise that plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. •use classification keys to group, identify and name living things in their local and wider environment. •observe and research animals in the local environment. •describe how changes to an environment could endanger living things. <p>Biology - Animals, Including Humans</p> <p>I can:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans. • identify the different types of teeth in humans and their simple functions. • compare the teeth of carnivores and herbivores, and suggest reasons for differences. • find out what damages teeth and how to look after them. • interpret a variety of food chains, identifying producers, predators and prey. • construct a variety of food chains, identifying producers, predators and prey. 	<p>Chemistry - States of matter</p> <p>I can:</p> <ul style="list-style-type: none"> • compare and group materials based on their state of matter (solid, liquid, gas). • observe that some materials change state when they are heated or cooled. • observe water as a solid, a liquid and a gas and note the changes to water when it is heated or cooled. • measure or research the temperature at which some materials change state in degrees Celsius (°C). •explain the part played by evaporation and condensation in the water cycle. <p>Physics -Sound</p> <p>I can:</p> <ul style="list-style-type: none"> • describe how sound is made. • explain how sound travels from a source to our ears. • explain the place of vibration in hearing. • find patterns between the pitch of a sound and features of the object that produced it. • find patterns between the volume of a sound and the strength of the vibrations that produced it. •recognise that sounds get fainter as the distance from the sound source increases. <p>Physics -Electricity</p> <p>I can:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity. • explain the dangers of electricity and how to work safely with electricity. • construct a simple series electrical circuit. • identify and name the basic parts of a simple series electrical 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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>I can:</p> <ul style="list-style-type: none"> •ask relevant scientific questions. •use observations and knowledge to answer scientific questions. •set up a simple enquiry to explore a scientific question. •set up a test to compare two things. •set up a fair test and explain why it is fair. •make careful and accurate observations, including the use of standard units. •equipment, including thermometers and data loggers to make measurements. •gather, record, classify and present data in different ways to answer scientific questions. •use diagrams, keys, bar charts and tables; using scientific language. •use findings to report in different ways, including oral and written explanations, presentation. •draw conclusions and suggest improvements. •make a prediction with a reason. •identify differences, similarities and changes related to an enquiry.



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