

Progress in Science Year 4

I can identify differences similarities or changes related to scientific ideas and processes.					
I can report on findings using oral and written explanations, displays and presentations.	I can construct and interpret a variety of food chains, identifying producers, predators and pray.	I can recognise that sounds get fainter as the distance from the sound increases.	I can recognise some common conductors and insulators, and associate metals with being good conductors.		I can present and interpret data using time graphs.
I can use results to draw conclusions, make predictions, suggest improvements and raise further questions.					
I can record findings using scientific language, drawings, labelled diagrams, keys, bar charts or tables.	I can identify the different types of teeth in humans and their simple functions.	I can find patterns between the volume of a sound and strength of the vibrations that produced it.	I can recognise that a switch opens and shuts and that this will have an effect on the lamp in a simple series circuit.		I can estimate, compare and calculate different measures.
I can gather, record, classify and present data.					
I can make systematic and careful observations, take accurate measurements and use scientific equipment with confidence.	I can describe the simple functions of the basic parts of the digestive system in humans.	I can find patterns between the pitch of a sound and features of the object that produced it.	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.	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	I can use organisational devices to organise my non narrative writing.
I can design and set up practical enquiries, comparative and fair tests.	I can recognise that environments can change and that this can sometimes pose dangers to living things.	I can recognise that vibrations from sound travel through a medium to the ear.	I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	I can observe changes in materials when they are heated or cooled and measure and research the temperature at which this happens in degrees Celsius.	I can vary my sentences in length, structure and subject.
I can ask scientific questions and use scientific evidence to back up my answers.	I can explore classification keys to help group, identify and name a variety of living things.	I can identify how sounds are made, associating some of them with vibrating.	I can identify common appliances hat run on electricity.	I can compare and group materials together, according to whether they are solids, liquids or gasses.	I can ask questions to clarify my understanding of a text.
Working Scientifically	Living Things and Habitats / Animals Including Humans	Sound	Electricity	States of Matter	Literacy/Numeracy

