

I can make simple predictions based on my knowledge of Science

I can make systematic observations

I can make decisions about the type of enquiry

I can ask relevant questions

I can measure using a range of equipment

I can explain what I have found out using the correct scientific language

I can explain the process of digestion as the breakdown of food to nutrients required by the body

I can label the main parts of the digestive system and describe the function of each part

I can name the different types of teeth in humans and other animals, explaining their function

I can recognise that herbivores, omnivores and carnivores have different types of teeth depending on their diet

I can explain how tooth decay occurs and ways to prevent decay

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I can create and describe food chains and webs in a wide range of habitats



**The Year 4 Scientist**  
**'I can...'**

I can identify producers and consumers at different levels in the food-chain/web:

- primary
- secondary
- tertiary

I can use a dichotomous key to identify some living things in their local environment.

I can understand that man's actions can have an impact on the lives of other living creatures at a local and global scale e.g. deforestation; global warming; polluting coastlines/ ponds or hedges.

I can name the main animal and plant groups describing their features.

I can create a simple dichotomous key to identify some living things in their local environment.

I can suggest some changes to the actions of man which can address and/or reverse environmental change.

I can explain how some plants animals can adapt to changing environmental conditions.

I can construct a simple series circuits with multiple components and name the different parts.

I can draw simple diagrams (pictorial representation) to show the sequence of components in the circuit.

I can explain what happens to the brightness of a bulb if more bulbs are placed in the circuit or additional cells added.

I can include a simple switch in a circuit and explain how it works.

I can identify appliances which run on electricity – specifying if this is mains or battery and offering simple reasons for the difference.

I can devise investigations to classify materials as electrical conductors or

I can define and group a range of materials as solids, liquids and gases.

I can explain that materials can change their states and that this is affected by temperature.

I can describe the process of evaporation and condensation giving examples from the environment around me

I can describe how evaporation and condensation occur within the water cycle.

I can understand that electricity is dangerous and how to keep safe when using electricity.

I can explain that sound becomes fainter the further away I move from the sound source.

I can describe how the volume of a sound can be changed.

I can label a simple diagram of the ear to show how a sound is heard.

I can suggest simple ways to create sound insulators to protect the ear from loud and/or high pitch sounds.

I can describe how to change a pitch of sound.

I can describe how a sound comes from a vibration travelling through a medium e.g. air to the brain by the auditory nerve for interpretation.

I can explain that sound travels at different speeds through different media

I can explain the different temperatures at which water changes states and can suggest how this could be investigated /measured.

I can explain factors, such as wind, temperature, surface of materials which may be perceived to affect the rate of evaporation and/or condensation.