



**As a Year 4 Scientist I will know...**

<u>Sound</u>	<u>Living Things and their habitats</u>	<u>States of Matter</u>
<p>how sounds are made, associating some of them with something vibrating</p> <p>to recognise that sounds get fainter as the distance from the sound increases</p> <p>that vibrations from sounds travel through a medium to the ear</p>	<p>that living things can be grouped in a variety of ways.</p> <p>that classification keys help me to identify, group and name a variety of living things in their local and wider environment.</p> <p>that environments can change and that this can sometimes pose dangers to living things</p>	<p>that materials can be grouped together according to whether they are solids, liquids or gases.</p> <p>that some materials change state when they are heated or cooled and I can measure or research the temperature at which this happens in degrees celsius.</p> <p>the part evaporation and condensation play in the water cycle and associate the rate of evaporation with temperature</p>
<p><u>Animals inc. Humans</u></p> <p>the simple function of the basic parts of teeth in humans and their simple functions.</p> <p>the simple functions of the basic parts of the digestive system in humans</p> <p>a variety of food chains, identifying the producers, predators and prey.</p>	<p><u>Electricity</u></p> <p>common appliances that run on electricity</p> <p>how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>whether 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>that a switch opens and closes a circuit and associate this with whether or not lamp lights will light in a simple circuit.</p>	



	the names of some common conductors and insulators and associate metals with being good conductors	
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## As a Year 4 Scientist I can...

### Working Scientifically

- ask relevant questions and using different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

