



Year 4 End of Year Science Expectations

Working at the Expected Standard (EXP):

Pupil(s) can confidently and independently:

Working Scientifically


- Ask relevant questions 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, take 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 explanation, 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 to support their findings.

Animals, including humans

- 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.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Electricity

- Identify common appliances that run on electricity.

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- Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.
 - 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 series circuit.
 - Recognise some common conductors and insulators, and associate metals with being good conductors.

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- 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.

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
 - 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.
 - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
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