Expectations for Science in Year 4

Component	Statement
Working Scientifically	I can ask relevant questions.
Working Scientifically	I can set up simple practical enquiries, comparative and fair tests.
Working Scientifically	I can make accurate measurements using standard units. I can use a range of equipment, for example thermometers and data loggers.
Working Scientifically	I can gather, record, classify and present data in a variety of ways to help answer my questions.
Working Scientifically	I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Working Scientifically	I can report on my findings from enquiries using oral and written explanations, displays or presentations of results and conclusions.
Working Scientifically	I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Working Scientifically	I can identify differences, similarities or changes related to simple scientific ideas and processes.
Working Scientifically	I can use straightforward scientific evidence to answer questions or to support my findings.
Living Things and their Habitats	I can recognise that living things can be grouped in a variety of ways.
Living Things and their Habitats	I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.
Living Things and their Habitats	I can recognise that environments can change and that this can sometimes pose dangers to living things.
Animals, Including Humans	I can describe the simple functions of the basic parts of the digestive system in humans.
Animals, Including Humans	I can identify the different types of teeth in humans and their simple functions.
Animals, Including Humans	I can construct and interpret a variety of food chains, identifying producers, predators and prey.
States of Matter	I can compare and group materials together, according to whether they are solids, liquids or gases.
States of Matter	I can 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 (degree C).
States of Matter	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Sounds	I can identify how sounds are made, associating some of them with something vibrating.
Sounds	I can recognise that vibrations from sounds travel through a medium to the ear.
Sounds	I can find patterns between the pitch of a sound and features of the object that produced it.
Sounds	I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
Sounds	I can recognise that sounds get fainter as the distance from the sound source increases.
Electricity	I can identify common appliances that run on electricity.
Electricity	I can construct a simple series electrical circuit, identifying and naming it`s basic parts, including cells, wires, bulbs, switches and buzzers.
Electricity	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 with a battery.
Electricity	I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Electricity	I can recognise some common conductors and insulators, and associate metals with being good conductors.