

**Year Four Objectives
For Assessment**

Science



Working Scientifically

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

Animals (including humans)

- I can describe the simple functions of the basic parts of the digestive system in humans
- I can identify the different types of teeth in humans and their simple functions
- 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
- 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 (°C)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- I can identify how sounds are made, associating some of them with something vibrating
- I can recognise that vibrations from sounds travel through a medium to the ear
- I can find patterns between the pitch of a sound and features of the object that produced it
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it
- I can recognise that sounds get fainter as the distance from the sound source increases

Living Things & Their Habitats

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

Electricity

- I can identify common appliances that run on electricity
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- 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
- 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
- I can recognise some common conductors and insulators, and associate metals with being good conductors.